DOCUMENT RESUME

ED 242 683 SP 024 070

AUTHOR Ervay, Stuart
TITLE A Study of Cooperating Teacher Behaviors Which Are Compatible with Established Goals of Teacher Education.
INSTITUTION Emporia State Univ., Kans.
PUB DATE 11 Jun 82
NOTE 68p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College School Cooperation; *Cooperating Teachers; *Educational Objectives; Field Experience Programs; Higher Education; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Teacher Attitudes
IDENTIFIERS Emporia State University KS

ABSTRACT

To explore the depth of compatibility among university personnel and cooperating public school teachers, a study: (1) isolated and summarized specific goals and processes used in the total teacher education program at Emporia State University (ESU) in Kansas; (2) determined attitudinal and practiced behaviors of a random sample of cooperating teachers through survey instruments and observation; (3) compared ESU teacher education program goals and processes with attitudes and practiced behaviors of cooperating teachers; and (4) identified areas of compatibility and discrepancy. Responses to questionnaires were obtained from 59 cooperating elementary and secondary school teachers, and 19 full time ESU teacher educators, including subject specialists. A detailed analysis is presented of responses to 26 statements of opinion or attitude toward the objectives of a field experience program within the framework of a total teacher education program. Similar and dissimilar points of view of cooperating teachers and university educators are listed. Recommendations are made on revisions in current practice and on areas in which additional research would be valuable. Appendices include a bibliography, the survey, figures representing percentages of teacher responses, and other information on teacher education philosophies and goals. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242683

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stuart Ervay

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A STUDY OF COOPERATING TEACHER BEHAVIORS WHICH ARE COMPATIBLE WITH ESTABLISHED GOALS OF TEACHER EDUCATION

Stuart Ervay, Professor
Division of Administration,
Curriculum and Instruction

Emporia State University
Emporia, Kansas
June 11, 1982

SP 024 070

ACKNOWLEDGEMENT

Mrs. Ann Eldridge, Research Assistant, contributed much not only in regard to the technical aspects of this project, but in the development of its organizational framework and the interpretation of results. Without her help the successful completion of this study would not have been possible.

TABLE OF CONTENTS

Page

Statement of the Problem..... 1

Objectives..... 3

Hypotheses..... 3

Justification of the Study..... 5

Procedures and Evaluation..... 5

Findings..... 6

Conclusions.....11

Recommendations.....14

Bibliography.....17

Appendix

Letter to University Educators.....20

Letter to Public School Educators.....21

Questionnaire: Perspectives on Teacher Education.....22

Tables: Summary of Data.....28

ESU Teacher Education Goals and Processes.....54

Comments of Survey Respondents.....55

A STUDY OF COOPERATING TEACHER BEHAVIORS WHICH ARE COMPATIBLE WITH ESTABLISHED GOALS OF TEACHER EDUCATION

Statement of the Problem

In the last decade schools of education have accepted the need for a longer and better integrated field component for preservice teacher education students. Rarely are students merely "farmed out" to area school districts for a little practice in the classroom; now field experiences are systematic, carefully monitored and part of a logical sequence in the teacher preparation process. Field experiences are also more comprehensive, including on-site studies in school organization and special services, as well as classroom instruction.

While schools of education are doing a better job of designing and conducting teacher preparation programs, there is evidence which indicates that cooperating teacher behaviors are of such an uneven quality that the field experience can have a negative impact on goals established by a school of education. Previous research indicates that student teachers view their cooperating teachers as their most significant socializing agents (10), and that the attitudes and behaviors of student teachers shift toward those of their cooperating teachers by the end of the experience (8,9,14,16). There is evidence that the influence of the cooperating teacher carries over into the beginning years of teaching (12). It is therefore clear that if the cooperating teacher's goals are not reflective of goals established by the sponsoring school of education, the teacher education process prior to student teaching is effectively blanked out. Even worse is the possibility that a school of education's efforts to improve public education through better teacher preparation are for nothing; Salzillo and Van Fleet make that assertion:

> The largest unvalidated segment of professional education programs is the student teaching area. The only function of student teaching which has been identified by research studies is one of socialization into the profes-

> sion and into existing arrangements of the schooling bureaucracy. To our knowledge, no study has shown conclusively that student teaching has any unique educational component other than assimilation. Teacher education institutions are, at least partially, defeating their own purposes when student teaching is allowed to become simply an exercise in adapting new personnel into old patterns. (13, P. 43).

Lacey (11) supports this assertion by stating that the more time students spend in the field, the more conservative and rigid they become. In fact, Hoy and Rees (7) found in their research that student teachers became significantly more bureaucratic in their views (e.g., more conforming and impersonal) by the end of the experience and concluded that "the forces of bureaucratic socialization seem strong and efficient." (p. 25)

There are even those studies which show that schools of education which focus on "how" things are done, rather than "why," tend to encourage conformity to existing school routines (2,5,6,15). Another problem is that, because universities must seek the voluntary cooperation of public schools in the assignment of student teachers, they can be excessively deferential to perspectives of district teachers and administrators -- all in the name of good public relations. In most cases this may be appropriate; in some it is a definite problem.

Zeichner points out that, for these and other reasons, "what students appear to learn during field-based experiences is often in conflict with the expressed intentions of those in both the schools and universities....those experiences are often miseducative rather than helpful." (17, P. 51)

Though the literature proposes a) the development of teacher education students as "active agents" in their own professional development (17), and b) better forms of educating prospective or current cooperating teachers (16), little has been written on the subject of compatibility. A few years ago there were articles and books written which promoted a partnership of sorts between universities and public school cooperating teachers, but the underlying premise in most of these tracts was that of "senior partner" guiding the work of "junior partner." The idea of promoting a harmonious and equitable professional relationship between university

and public school teachers was occasionally mentioned in books on teacher centers (3,4), and in Michael Andrew's book, Teacher Leadership: A Model for Change (ATE Bulletin 37, 1974). (1)

It is the position of this researcher that correlating teacher education goals with cooperating teacher behaviors requires more than a formalized partnership concept; instead, there must be a deeply felt compatibility among university personnel and public school educators. This requires an empathic understanding by cooperating teachers of teacher education goals and a similar understanding by teacher educators of appropriate cooperating teacher behaviors.

Objectives

The objectives of this study are to:

1. isolate and summarize specific goals and processes used in ESU's total teacher education program,
2. determine attitudinal and practiced behaviors of a random sample of cooperating teachers through survey instruments and on-site observation,
3. compare ESU teacher education program goals and processes with attitudes and practiced behaviors of cooperating teachers,
4. identify areas of compatibility,
5. identify areas of discrepancy, and
6. share findings and research design with other teacher educators through publications and conf-rence presentations.

Hypotheses

These working hypotheses have been devised as possible descriptors of "compatible" teacher education programs and cooperating teachers. They will be used in meeting Research Objectives 1 and 2, primarily in the design of data-gathering instruments, interview processes, and observational techniques. In that sense, these are hypothethetical guidelines used to direct the study process, rather than hypotheses to be tested.

Compatible cooperating teachers:	Compatible teacher education programs:
--can enunciate the basic goals of a university teacher education program;	--thoroughly and continuously communicate basic program goals;
--can show evidence of continuing personal and professional development;	--use campus supervisors (models) who show evidence of personal and professional development;
--are able to generate no fewer than five substantive questions regarding a sufficient teacher education process;	--can clearly enunciate the nature of a sufficient teacher education process;
--accept themselves as autonomous personalities (striving toward "actualized" behaviors);	--accept the worthwhile nature of teaching as a profession;
--accept themselves as professionally autonomous, recognizing the institutional hierarchy in dynamically positive ways (rather than as passive pawns);	--accept and advocate the continuing improvement of all public education programs, including teacher education;
--actively participate in at least one education enterprise as volunteers, where such voluntary participation is not a condition of employment, official recognition or promotion;	--sponsor professors and administrators who are dynamically involved in many aspect of public education;
--are well organized in the sense that papers, schedules and activities proposed by the university sponsoring the student teacher are arranged in a systematic manner;	--provide materials, instructions and personnel which encourage the use of systematic student teaching procedures;
--perceive themselves as being well accepted by professional peers and supervisors;	--use campus supervisors (models) who can counsel cooperating teachers, when necessary;
--can enunciate personal philosophies of teacher education which are evaluated as competent by a team of professional teacher educators, and	--use campus supervisors who can enunciate educational purposes and procedures of public education (the appropriate grade level or discipline) which are evaluated as competent by a team of classroom teachers, and
--can enunciate no fewer than five kinds of behavior which should be a direct result of a cooperating teacher's influence.	--use campus supervisors who can enunciate no fewer than five kinds of behavior which should be a direct result of early on-campus experiences in teacher education

Justification for the Study

The justification of this study, as a research effort which is broader in scope than mere evaluation practices or curricular development, is that teacher education must have field components which are compatible with on-campus components. To cause an appropriate change in the field, or on-campus, there must be a better understanding of appropriate cooperating teacher behaviors. When these behaviors are known, there is better screening and training of those public school teachers willing to sponsor student teachers. Outcomes of this and similar research can positively affect many teacher education programs, and provide a conceptual framework for better campus-field cooperation.

Procedures and Evaluation

Mrs. Ann Eldridge was employed to conduct most aspects of the research program. She has experience as a practicing public school teacher and cooperating teacher, and holds the Master of Science in Education degree.

An instrument and follow-up procedures were prepared to examine perspectives of cooperating teachers and university supervisors selected to participate in the research project. Procedures for selection of participants were determined after preparation of the instrument, and the determination of its validity and reliability via established techniques.

A procedure was then established which isolates and summarizes specific goals and processes actually applied in ESU's total teacher education program. The knowledge, attitudes and behaviors of ESU teacher educators were assessed via interview.

Fifty-nine current cooperating teacher-participants were selected by a committee of university supervisors. Selection criteria were established by the committee, though an even distribution across grade levels and subject areas were indicated as preferred.

Nineteen full-time ESU faculty members involved in the conduct of the field-based component of the teacher education program were selected by the Emporia Teacher Council.

Selection criteria were established by the Council (an organization containing many public school teachers), though an even distribution of representative grade levels and subject areas were indicated as preferred.

The instrument and follow-up procedures were then administered to assess cooperating teacher and university supervisor perspectives. Data were treated and conclusions drawn via an informal means of assessing significance. No effort was made to statistically analyze such preliminary data.

During the fall semester of 1982 the committee of university supervisors and Emporia Teacher Council will review the adequacy of procedures and clarity of results. The possibility of additional research will be discussed.

Findings

Through interviews with individuals and groups at both public school and university levels it was established that general goals and outcomes related to teacher education were frequently unclear. University goals tended to be broken into segments, depending on such considerations as subject field, projected job description, and grade level. The same perception tended to be true among public school educators, that the goals of teacher education were greatly dependent on specifics: reading, special education, middle school, elementary school self-contained classroom, etc. It was concluded that, with no value judgment involved, there are no easily identifiable goals which are universal for all who are to become teachers. This doesn't mean there are no common goals at all; it merely shows that independently constructed goals are rarely coalesced into a single statement applicable to everyone.

This condition makes the work of a Professional Laboratory Experiences office quite difficult, as it is the responsibility of personnel in that office to articulate university goals to the public schools, and then attempt a merging of university and public school perceptions on appropriate outcomes. With this in mind, the questionnaire was developed and validated, and distributed to public school respondents

throughout the region and to university supervisors on the ESU campus.

The questionnaire, which can be found on pages 22 through 27 in the Appendix, was designed as a forced-choice instrument rather than a scaled, open-ended type. Respondents ranked three choices, which creates a clearer picture of perceptual tendencies than would have been the case with a scale of 1 to 5, or even 1 to 10.

The data were treated by breaking respondents into four categories:

1. Elementary Teachers: all who teach in grades K through 6
2. Secondary Teachers: all who teach in grades 7 through 12
3. Teacher Educators: all who are assigned as faculty members in, or are sponsored by, ESU's Division of Administration, Curriculum and Instruction
4. Subject Educators: all who are assigned as faculty members in other ESU departments, but who are at least partially responsible for a portion of the teacher education program

"First" choices were tallied and categorized in one of the four types shown above. Results were then presented on a sheet containing three bar graphs, each graph representing "first" choice percentages in each of the respondent categories. These sheets are designated by questionnaire item number, and can be found on pages 28 through 53 of the Appendix.

An analyzation of the bar graph sheets reveals these findings:

Item Number	Analysis	Appendix Page Number
1	Subject educators tend to emphasize knowledge of subject matter, while teacher educators stress teaching methods. Classroom teachers, both elementary and secondary, emphasize classroom management skills as being most important to student teachers.	28
2	There is a general agreement that understanding children or adolescents is more important than planning skills and teacher self confidence, though subject educators tend to view planning skills as very important.	29
3	There is general agreement that a knowledge of teacher rights and responsibilities is more important than knowledge of school law, district organization or professional teacher associations.	30

Item Number	Analysis	Appendix Page Number
4	Classroom teachers agreed with teacher educators that knowledge of curriculum organization is more important than knowledge of educational philosophy or history, but subject educators tended to view educational philosophy as being more important than curriculum.	31
5	There was some agreement that a knowledge of group dynamics is important, though many elementary teachers stressed knowledge of exceptional children, and subject educators emphasized educational testing.	32
6	It was generally agreed that a freshman level course, with observation, was preferable to observation only, or documented previous experience with children.	33
7	Secondary teachers tended to approve of the idea of methods classes taught by public school personnel, while university educators thought they should be taught by university instructors. Elementary teachers tended to feel that field observation was more important than methods classes.	34
8	Subject educators tended to feel that eight weeks of student teaching was sufficient; teacher educators and public school educators agreed that sixteen weeks of student teaching was better than either an eight week program or fifth year internship.	35
9	While elementary teachers were almost evenly split on this item, secondary teachers believed students should be taught economic realities in the remuneration of teachers, while university educators believed that they should be told of the professional stature of teaching as a career. Few selected the valuable service teachers perform.	36
10	There was general agreement that cooperating teacher training should occur in the field, rather than on campus.	37
11	As to priorities of university-based teacher educators, a majority of public school teachers felt that student teacher visits were most important, though a significant minority agreed with university educators that teaching on-campus classes is most important. Very few chose research as a top priority.	38
12	All respondents felt that continuous dialogue between university and public school educators was more important than professional association meetings or professional writing, though a minority of subject educators chose the latter two categories.	39

Item Number	Analysis	Appendix Page Number
13	In choosing cooperating teachers, all believed that a provenly effective past experience in the classroom is most important, though a significant minority of subject educators selected knowledge of subject matter as being the most significant criterion. A few secondary teachers and teacher educators thought teaching load was a primary consideration.	40
14	Elementary teachers and a significant minority of secondary teachers thought university supervisors should know most about classroom management techniques, while teacher educators and a slight majority of subject educators believed that a knowledge of current teaching methods was most important. A knowledge of recent classroom innovations was considered significant by a weak minority in all categories except teacher educators, who disregarded it entirely.	41
15	There was a definite difference of opinion regarding the preparation of university personnel for student teaching supervision. A slight majority of subject educators wanted a training session sponsored by the university; fewer said they could rely on their own knowledge and experience. Teacher educators split evenly in the selection of those two categories, while secondary teachers were strong in their opinion that time spent in public school classroom observation was the best means of preparation. A few more than half the elementary teachers agreed with their secondary school counterparts, while a third thought a formal training session was best.	42
16	General agreement was indicated regarding the number of supervisory visits. Roughly a third of the respondents checked "at least twice," while a majority selected "three or more times."	43
17	Feelings about a public school/university exchange program is definitely mixed, but a plurality of secondary teachers and a majority of others chose "on a volunteer basis as time allows."	44
18	There was a very definite agreement by all categories that cooperating teachers should have the temperament and desire to work with student teachers, as a top consideration. A distant second was the ability to be organized, with smooth personal and professional lives; rarely selected was acceptance by professional peers and supervisors.	45

Item Number	Analysis	Appendix Page Number
19	In the selection of cooperating teachers, a majority of secondary teachers indicated that the building principal should have the responsibility, while a majority of elementary teachers said professional colleagues are best suited to make that decision. University personnel were split on this point, though a significant minority indicated that the university should select cooperating teachers based on performance record.	46
20	On a key item related to the purpose of this study, there was considerable agreement among university personnel and elementary teachers that student teaching is meant to systematically guide student teacher progress through offering opportunities to take responsibility, and to evaluate instructional behaviors. Though a significant minority of secondary teachers agreed with this concept, a solid majority expressed the opinion that student teaching is to offer experiences which are typical of "real" school operations. No respondent felt that student teaching was the sole responsibility of the university, to the extent public school personnel were to merely follow instructions.	47
21	Another key item related to the purpose of this study revealed a significant difference of opinion between public school teachers and university supervisors. A majority of public school teachers said that student teaching is for the purpose of providing on-the-job training for those who have already acquired basic teaching skills, while a majority of university supervisors said it is to offer assistance as young teacher candidates struggle to acquire appropriate teaching skills. No university people selected the category which indicated that student teaching should screen for qualifications, but a few public school teachers chose that item.	48
22	Strong agreement was shown that decisions about student teachers made by cooperating teachers should be influenced most by their own knowledge, experience and particular class. Few in any category chose "advice from university supervisors/ policy" or "school district policy."	49
23	Only a few university respondents thought that the student teaching office should be solely responsible for assigning student teachers; the others were almost evenly divided as to whether it should be done jointly between the student teaching office and public school administration, or some kind of selection "committee."	50
24	With regard to teacher admissions, opinions were split except with a majority of subject educators, who felt the most important criterion should be a student's performance in an area of specialization; a strong minority of subject educators, and a majority of teacher educators, chose personal characteristics as most important. Public school educators split somewhat evenly on all categories, the third being overall academic standing.	51

Item Number	Analysis	Appendix Page Number
25	Student evaluation should not, according to most respondents, depend on student commitment to teaching. University people tended to believe that ability to operate as a professional educator was significant, while public school teachers were somewhat inclined to choose "student ability to guide learning." A strong minority in every category also selected the latter two choices, so general agreement is indicated.	52
26	The cooperating teacher and university supervisor should share evaluation responsibilities with regard to student teacher progress and ability. University supervisors and elementary teachers agreed on that point, as did a small majority of secondary teachers. A very significant minority of secondary teachers felt that evaluation was the sole responsibility of the cooperating teacher.	53

Conclusions

It is concluded that there are similarities of perspective among the four groups of educators, especially in the following areas:

1. It is important for student teachers to have a good understanding of children and adolescents. (Item 2)
2. The rights and responsibilities of teachers is an important professional relations consideration. (Item 3)
3. A freshman level program is recommended, and it should include both coursework and observation. (Item 6)
4. Cooperating teacher training should be field based whenever possible. (Item 10)
5. Continuous dialogue between university and public school personnel is considered essential. (Item 12)
6. Cooperating teachers should have a provenly effective past experience in the classroom. (Item 13)
7. Supervisory visits by university personnel should be made often. (Item 16)
8. Cooperating teachers should have the temperament and desire to work with student teachers. (Item 18)
9. Decisions about student teachers made by cooperating teachers should be influenced most by their own knowledge, experience and particular class. (Item 22)

10. Student teachers should be evaluated on the basis of their ability to guide learning and operate as professional educators. (Item 25)

11. Evaluation of student teachers should be a responsibility shared by both cooperating teacher and university supervisor. (Item 26)

Dissimilar points of view between public school and university educators are these:

University Supervisors		Public School Teachers
1. Emphasis on knowledge of subject matter or teacher methods	VS	Emphasis on classroom management skills (Item 1)
2. Emphasis on teaching on-campus classes as a primary responsibility of university educators	VS	Emphasis on university personnel visiting student teachers (Item 11)
3. Student teaching is to offer assistance as young teacher candidates struggle to acquire appropriate teaching skills	VS	Student teaching is on-the-job training for those who have already acquired basic teaching skills (Item 21)
4. Emphasis on preparation of university personnel for student teaching supervision should be a training session sponsored by the university or a reliance on their own knowledge as educators	VS	Emphasis on preparing university personnel for student teacher supervision should be through an observation period in public school classrooms (Item 15)
5. Emphasis on methods classes taught by university personnel	VS	Emphasis on field experience--elementary--a methods class taught by public school personnel (Item 7)
6. University supervisors should have a knowledge of current methods of teaching with some knowledge of classroom management techniques	VS	University supervisors should have a knowledge of classroom management techniques and some knowledge of current methods of teaching (Item 14)

Dissimilar points of view between elementary and secondary public school educators are these:

Elementary Teachers		Secondary Teachers
A cooperating teacher should have a good performance record as assessed by professional colleagues	VS	A cooperating teacher should have a good performance record as assessed by building principals (Item 19)

Dissimilar points of view between secondary teachers (as a group), and elementary teachers, teacher educators and subject educators (as a group) are these:

Secondary Teachers		Elementary Teachers, Teacher Educators, Subject Educators
Student teachers should be given experiences which are typical of "real" school operations	VS	Student teachers should systematically be guided to successful outcomes by offering opportunities to take responsibility and to evaluate instructional behaviors (Item 20)

Dissimilar points of view between elementary teachers, secondary teachers and teacher educators (as a group), and subject educators (as a group) are these:

Elementary Teachers, Secondary Teachers and Teacher Educators		Subject Educators
Student knowledge of curriculum organization	VS	Student knowledge of educational philosophy (Item 4)
Sixteen weeks of student teaching per grade level or subject field	VS	Eight weeks of student teaching per grade level or subject field (Item 8)

Dissimilar points of view between secondary teachers (as a group), and teacher educators and subject educators (as a group) are these:

Secondary Teachers		University Educators
Emphasis on the remuneration of teachers	VS	Emphasis on the professional stature of teaching as a career (Item 9)

Dissimilar points of view between elementary teachers (as a group) and subject educators (as a group) are these:

(The majority of all four groups felt that a knowledge of group dynamics is important, but the following distinction is considered significant)

Elementary Teachers		Subject Educators
Emphasis on knowledge of exceptional children	VS	Emphasis on knowledge of educational testing (Item 5)

Dissimilar points of view between teacher educators and subject educators are these:

Teacher Educators		Subject Educators
Student teachers should be selected for the program based on personal characteristics	VS	Student teachers should be selected for the program based on their performance in an area of specialization

A mixed response was recorded on who should assign student teachers. However, there was agreement that it should be a cooperative effort involving either university and public school administrators or a selection committee including cooperating teachers, student teaching office and public school administration. (Item 23)

A mixed response was also recorded regarding an exchange program between university and public school educators: some felt it should occur not at all; some felt it ought to be on a volunteer basis as time allows; fewer felt that it should be once a year for all involved in teacher education. (Item 17)

Recommendations

The previous conclusions offer the opportunity to make two types of recommendation regarding standard teacher education programs:

a. revisions in current practice, and

b. areas in which additional research would be useful.

Suggested revisions in current practice:

1. All who serve as university supervisors for student teachers should participate in a formal training program.
2. The central purpose of student teaching should be clear to all participating in the program, and continually reinforced.
3. A spirit of openness should prevail among university supervisors and cooperating teachers, particularly with regard to student teacher evaluations.
4. University supervisors should get into public school classrooms often, and should probably be recent classroom teachers themselves.
5. Methods classes should not be solely the responsibility of university faculty members, as public school teachers can also play a significant role in such programs.

Suggested additional research:

1. Though there are marked differences of opinion among and between all four groups analyzed, the group most significantly unique in its perspective is that categorized as "subject educators." No conclusion is drawn from this, as majority opinions aren't synonymous with "right" opinions. It would therefore be useful to determine reasons for this group's tendency toward unique perspectives, and evaluate what effect those views would have on the practice of public education if such concepts were actually implemented.
2. The on-going argument regarding the comparative importance of subject knowledge and teaching methods skill surfaced in this study, and is no doubt eligible for even further research effort.
3. Research to determine a workable technique for university educators to obtain recent public school classroom experience, and public school personnel to work in higher education, is recommended.
4. An effort should be made to clarify, in succinct terms, specific and on-going goals of teacher education. This may not require a research approach as much as a developmental effort, but at present there is rarely a statement or concise series of statements which address essential skills and knowledge areas required of <u>all</u> who are certified as public school teachers. Instead, we find a multitude of nebulous statements pertaining only to secondary, or elementary, or special education, or social studies, and so on. As important as these statements might be, the central focus is lost in a thicket of specialized categories which may be understood by university faculty members much more readily than the public school practitioners asked to assist with field experiences. Good communication between university and public school personnel requires a dynamic dialogue on goals which are easily recognized and acted upon. This task must not

be delegated to a university field experiences office; it should incorporate the efforts of all who have a professional interest in teacher education.

Bibliography

1. Andrew, Michael, Teacher Leadership: A Model for Change, ATE Bulletin 37, 1974.

2. Bartholomew, J., "Schooling Teachers: The Myth of the Liberal College," Explorations in the Politics of School Knowledge, Driffield, England, Nafferton, 1976.

3. Bell, H., and Peightel, J., Teacher Centers and Inservice Education, Fastback 71, Phi Delta Kappa Educational Foundation, 1976.

4. Foster, W., and Sloan, C., eds., Improving Communication in Teacher Education, Proceedings of the ATE Summer Workshop, 1978.

5. Giroux, H., "Teacher Education and the Ideology of Social Control," Journal of Education, 1980, Number 162, pp. 5-27.

6. Green, M., "The Matter of Mystification: Teacher Education in Unquiet Times," Landscapes of Learning, New York: Teachers College Press, 1978.

7. Hoy, W., and Rees, R., "The Bureaucratic Socialization of Student Teachers," Journal of Teacher Education, January-February, 1977, Vol. 28., No. 1, pp. 23-26.

8. Ishler, Richard E., An Experimental Study Using Withall's Social-Emotional Climate Index to Determine the Effectiveness of Feedback as a Means of Changing Student Teachers' Verbal Behavior, Dissertation Abstracts, Vol. 26, No. 11, 1966.

9. Johnson, J., "Changes in Student Teacher Dogmatism," Journal of Educational Research, 1969, Number 62, pp. 224-226.

10. Karmos, A.H., and Jacko, C.M., "The Role of Significant Others During the Student Teaching Experience," Journal of Teacher Education, September-October, 1977, Vol. 28, No. 5, pp. 51-55.

11. Lacey, C., The Socialization of Teachers, London, Metheun, 1977.

12. McAulay, J., "How Much Influence Has a Cooperating Teacher?", Journal of Teacher Education, March, 1960, Vol. 11, No. 2, pp. 79-83.

13. Salzillo, F., and Van Fleet, A., "Student Teaching and Teacher Education: A Sociological Model for Change," Journal of Teacher Education, January-February, 1977, Vol. 28, No. 1, pp. 27-31.

14. Seperson, M., and Joyce, B., "Teaching Styles of Student Teachers as Related to Those of Their Cooperating Teachers," Educational Leadership, 1973, No. 31, pp. 146-151.

15. Tabachnick, B., Popkewitz, T., and Zeichner, K., "Teacher Education and the Professional Perspectives of Student Teachers," Interchange, 1980, No. 10, pp. 12-29.

16. Yee, Z., "Do Cooperating Teachers Influence the Attitudes of Student Teachers?", Journal of Educational Psychology, 1969, No. 60, pp. 327-332.

17. Zeichner, K., "Myths and Realities: Field-Based Experiences in Preservice Teacher Education," Journal of Teacher Education, November-December, 1980, Vol. 31, No. 6, pp. 45-55.

APPENDIX

EMPORIA STATE UNIVERSITY
1200 COMMERCIAL / EMPORIA, KANSAS 66801 / TELEPHONE 316-343-1200

Dear University Educator:

The Office of Professional Laboratory Experiences is pleased to have been awarded a research grant in teacher education. Our goal is to identify areas of difference and compatibility between public school and university educators.

The enclosed survey form is being sent to cooperating teachers who have had student teachers, and to university people who either teach or supervise student teachers. Your role in this venture is essential. Realizing the demands on your time, we have attempted to make the survey simple to answer and easy to return. It would require no more than 20 minutes to complete.

The results of this survey will be used to further promote the level of communication between public school and university educators. These data should help guide activities student teachers experience before the field assignment, therefore upgrading the overall teacher preparation program. This is a good opportunity to influence the future of teacher education.

The Emporia Teacher Council was asked to identify well-qualified university educators. You were selected by this council, so we are eager to receive your responses.

The results of this survey will be available to you. We will conduct follow-up interviews with several of the respondents, at which time you may further expand on your viewpoints.

Thank you for your interest in teacher education.

Sincerely,

Stuart Ervay, Director

Ann M. Eldridge, Research Assistant

Office of Professional Laboratory Experiences

Enclosure

An Equal Opportunity Employer M/F/H

EMPORIA STATE UNIVERSITY

1200 COMMERCIAL / EMPORIA, KANSAS 66801 / TELEPHONE 316-343-1200

SCHOOL OF EDUCATION AND PSYCHOLOGY
DIVISION OF ADMINISTRATION, CURRICULUM AND INSTRUCTION

Dear Public School Educator:

The Office of Professional Laboratory Experiences is pleased to have been awarded a research grant in teacher education. Our goal is to identify areas of difference and compatibility between public school and university educators.

The enclosed survey form is being sent to cooperating teachers who have had student teachers, and to university people who either teach or supervise student teachers. Your role in this venture is essential. Realizing the demands on your time, we have attempted to make the survey simple to answer and easy to return. It would require no more than 20 minutes to complete.

The results of this survey will be used to further promote the level of communication between public school and university educators. These data should help guide activities student teachers experience before the field assignment, therefore upgrading the overall teacher preparation program. This is a good opportunity to influence the future of teacher education.

We chose a committee of university supervisors to identify a number of well-qualified public school teachers as survey respondents. You were selected by this committee, so we are eager to receive your responses.

The results of this survey will be available to you. We will conduct follow-up interviews with several of the respondents, at which time you may further expand on your viewpoints.

Thank you for your interest in teacher education.

Sincerely,

Stuart Ervay, Director

Ann M. Eldridge, Research Assistant

Office of Professional Laboratory Experiences

Enclosure

Name _____ Phone _____

School _____ Grade/Subject _____

PERSPECTIVES ON TEACHER EDUCATION

Please react to each statement in this survey by ranking available responses 1 through 3. Feel free to comment on any of the items. Number 1 indicates highest priority.

Example:

Professors of education should have completed:

__2__ at least three years of public school teaching experience at a level commensurate with their professional assignment

__1__ at least three years of public school teaching in a variety of settings and grade levels

__3__ at least three years of varied public school teaching jobs and two more years as a school administrator

Comment: _____

1. Basic goals of any good university teacher education program should include the student's

___ knowledge of subject matter
___ expertise in teaching methods
___ classroom management skills

Comment: _____

_____

2. Other essential goals of a good university teacher education program should include the student's

___ self confidence
___ planning skills
___ understanding of children or adolescents

Comment: _____

_____

3. Supporting goals of a good university teacher education program should include the student's

___ knowledge of school law and district organization
___ knowledge of teacher rights and responsibilities
___ knowledge of professional teacher associations

Comment: _____

_____

4. Foundation goals of a good university teacher education program should include student knowledge of

___ educational history
___ educational philosophy
___ curriculum organization

Comment: _____

_____

5. Psychological understandings provided by a good university teacher education program should include student knowledge of

___ exceptional children
___ group dynamics
___ educational testing

Comment: _____

_____

6. Good teacher education programs ought to include

___ a freshman/sophomore level course which includes information and observation
___ freshman/sophomore observation--no class or seminar--of at least 30 clock hours
___ documented evidence, provided by freshman/sophomores, or previous experiences with children (active, not passive)

Comment: _____

_____

7. Good teacher education programs should also include

___ junior level observation of at least 100 clock hours
___ methods classes taught primarily by university personnel
___ methods classes taught primarily by public school personnel

Comment: _____

_____

8. Sufficient teacher education programs should include

___ 8 weeks of student teaching per grade level or subject field
___ 16 weeks of student teaching per grade level or subject field
___ a fifth year paid internship

Comment: _____

_____

9. University teacher education programs ought to emphasize

___ the valuable service teachers perform for society
___ economic realities involved in the remuneration of teachers
___ the professional stature of teaching as a career

Comment: _____

_____

10. University-based education programs should

___ sponsor on-campus inservice education programs for cooperating teachers
___ provide field-based inservice programs for cooperating teachers
___ make correspondence courses available to cooperating teachers

Comment: _____

_____

11. An important function of university professors in teacher education is to

___ visit student teachers often
___ teach on-campus classes
___ conduct research on teacher education

Comment: _____

_____

12. University teacher educators ought to emphasize

___ continuous dialogue with public school educators
___ regular attendance at professional meetings
___ professional writing

Comment: _____

_____

13. Supervisors of student teachers who represent the university should be chosen on the basis of

___ a provenly effective past experience in the classroom
___ their knowledge of subject matter the student teacher will be teaching
___ the time they have available in proportion to their teaching load

Comment: _____

_____

14. University supervisors should have a knowledge of

___ classroom management techniques
___ current methods of teaching
___ recent classroom innovations

Comment: _____

15. University supervisors should be prepared for their role by

___ a training session sponsored by the university
___ an observation period in the public schools to get a feel for the classroom
___ relying upon their own knowledge and experience as educators

Comment: _____

_____

16. Visits to student teachers from university supervisors should be made

___ as needed
___ on a regular basis, at least twice
___ on a regular basis, three times or more

Comment: _____

_____

17. As a means of promoting understanding between public and university education programs, an exchange program (changing teaching roles) should take place

___ not at all
___ on a volunteer basis as time allows
___ once a year for all those involved in teacher education and supervision

Comment: _____

_____

18. Quality cooperating teachers should have as an important personal trait

___ the temperament and desire to work with student teachers
___ the ability to be well organized, keeping their personal and professional lives running smoothly
___ a perception of themselves as well accepted by professional peers and supervisors

Comment: _____

_____

19. An important professional characteristic of a good cooperating teacher should be

___ a good performance record as assessed by building principals
___ a good performance record as assessed by professional colleagues
___ a good performance record as assessed by university personnel

Comment: _____

_____

20. Public school cooperating teachers should

___ systematically guide student teacher progress through offering opportunities to take responsibility, and to evaluate instructional behaviors
___ give student teachers experiences which are typical of "real" school operations
___ follow instructions of university personnel via publications and visits

Comment: _____

_____

21. A responsibility of public school cooperating teachers ought to be

___ the screening of student teachers as to their qualifications for classroom teaching
___ the offering of assistance as young teacher candidates struggle to acquire appropriate teaching skills
___ to provide on-the-job training for those who have already acquired basic teaching skills

Comment: _____

_____

22. Public school cooperating teachers should make decisions about their student teachers based on

___ school district policy
___ advice from university supervisors/university policy
___ their own knowledge, experiences and particular class

Comment: _____

_____

23. Assignments of student teachers to specific cooperating teachers should be made

___ by the university student teaching office
___ jointly by the university and public school administration
___ by a selection committee including the cooperating teacher, university student teaching office and public school administrators

Comment: _____

_____

24. Selection of students for the student teaching program should be based on

___ overall academic standing
___ personal characteristics
___ performance in an area of specialization

Comment: _____

_____

25. Evaluation of a student teacher should be based on

___ student commitment to teaching
___ student ability to operate as a professional educator
___ student ability to guide learning

Comment: _____

_____

26. The responsibility for evaluation of a student teacher should be with

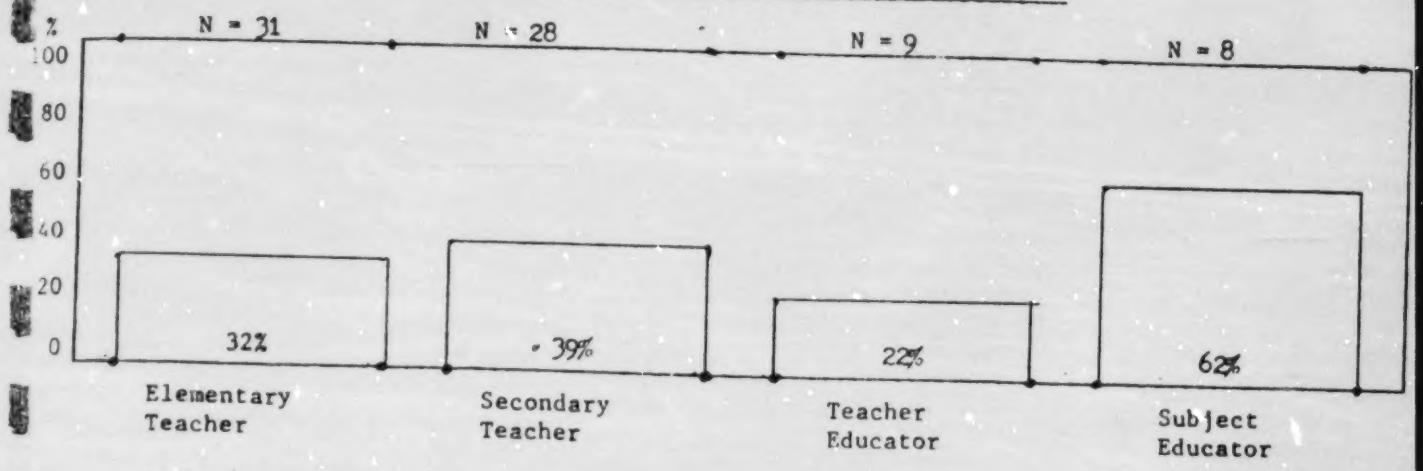
___ the cooperating teacher
___ the university supervisor
___ cooperating teacher and university supervisor together

Comment: _____

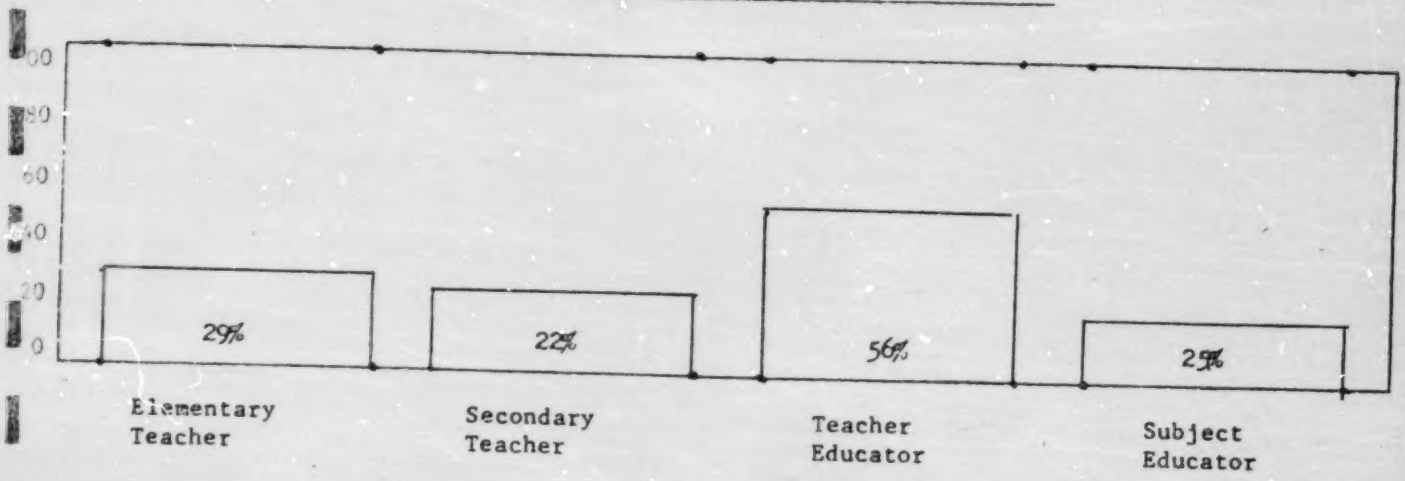
_____

ITEM # 1

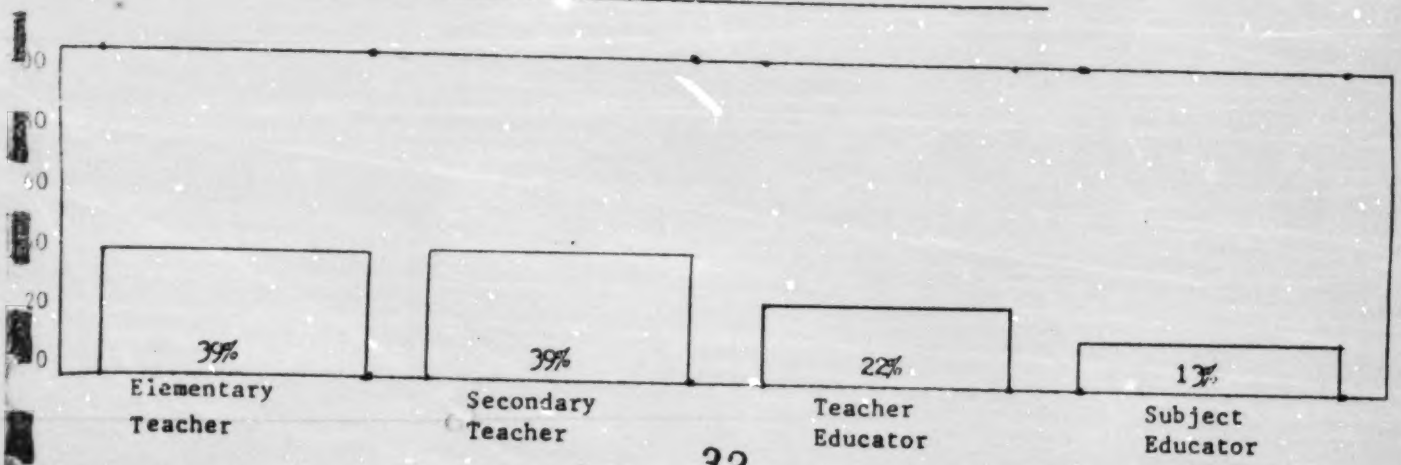
KNOWLEDGE OF SUBJECT MATTER



EXPERTISE IN TEACHING METHODS

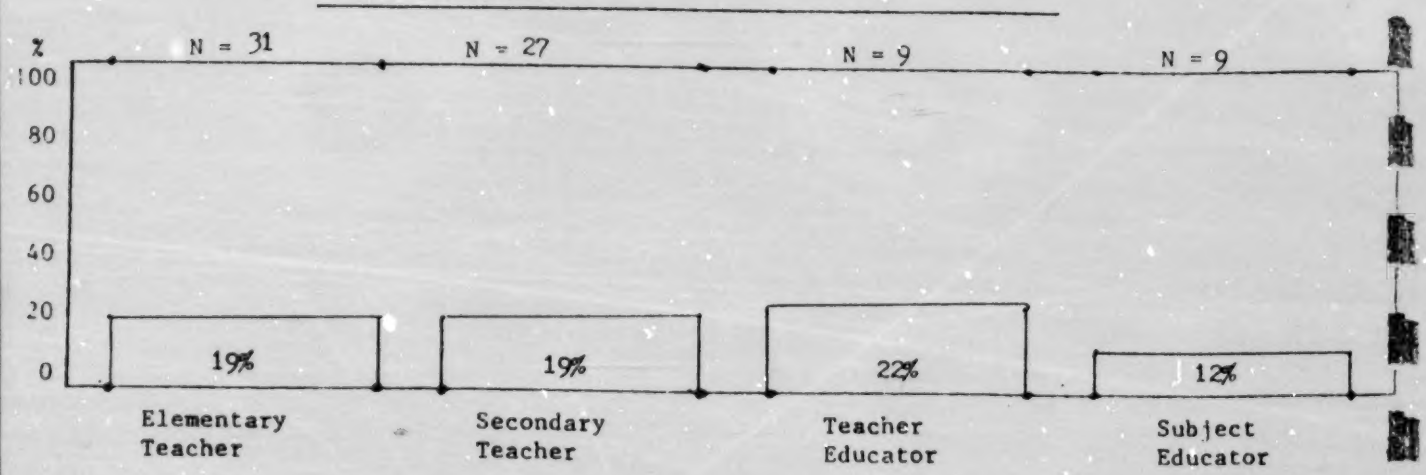


CLASSROOM MANAGEMENT SKILLS

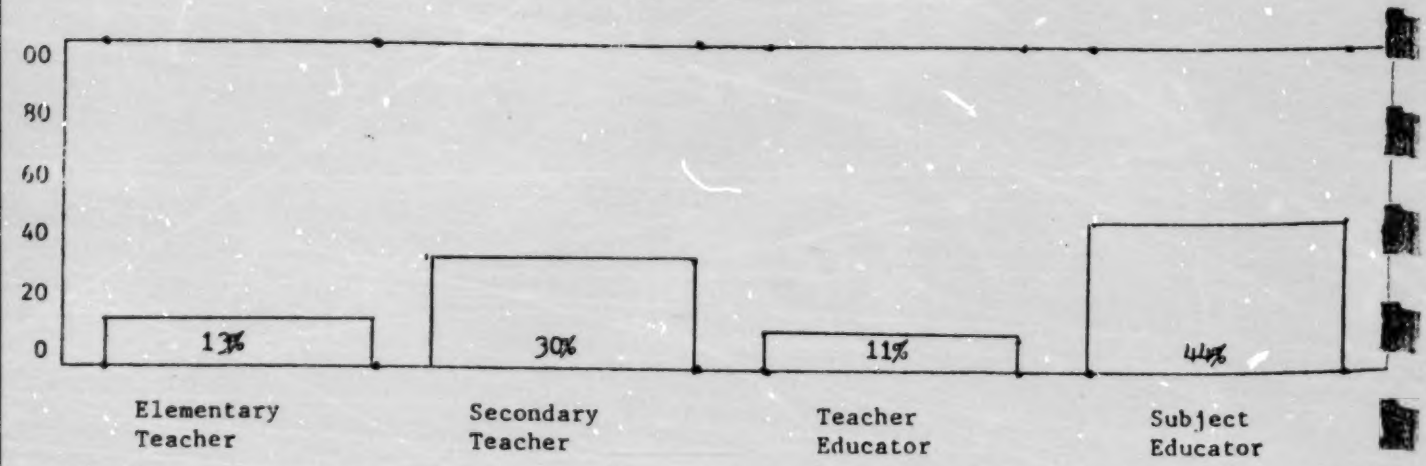


ITEM # 2

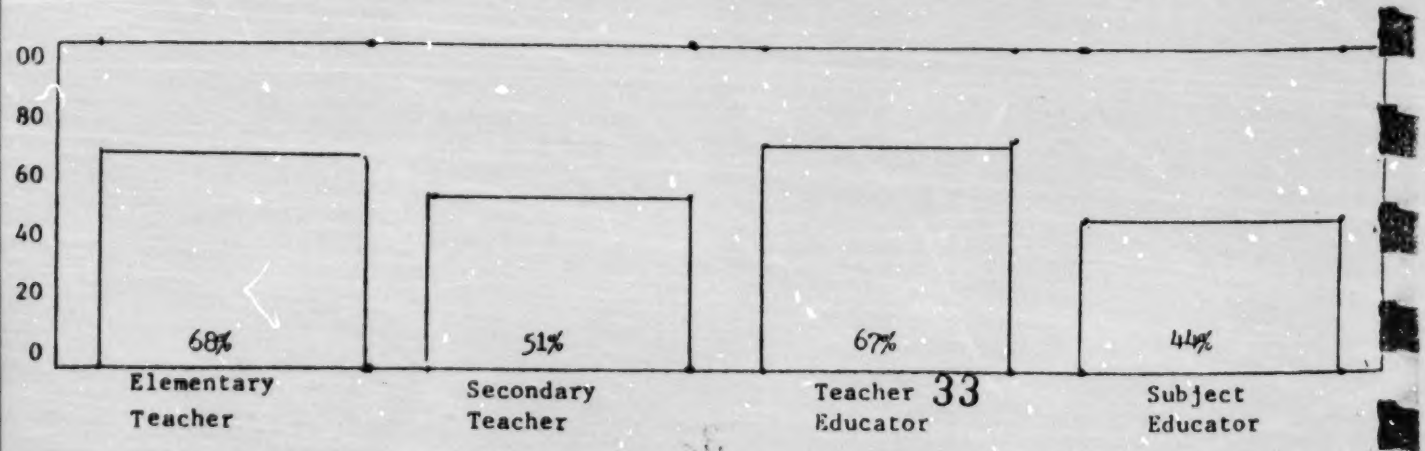
SELF CONFIDENCE



PLANNING SKILLS

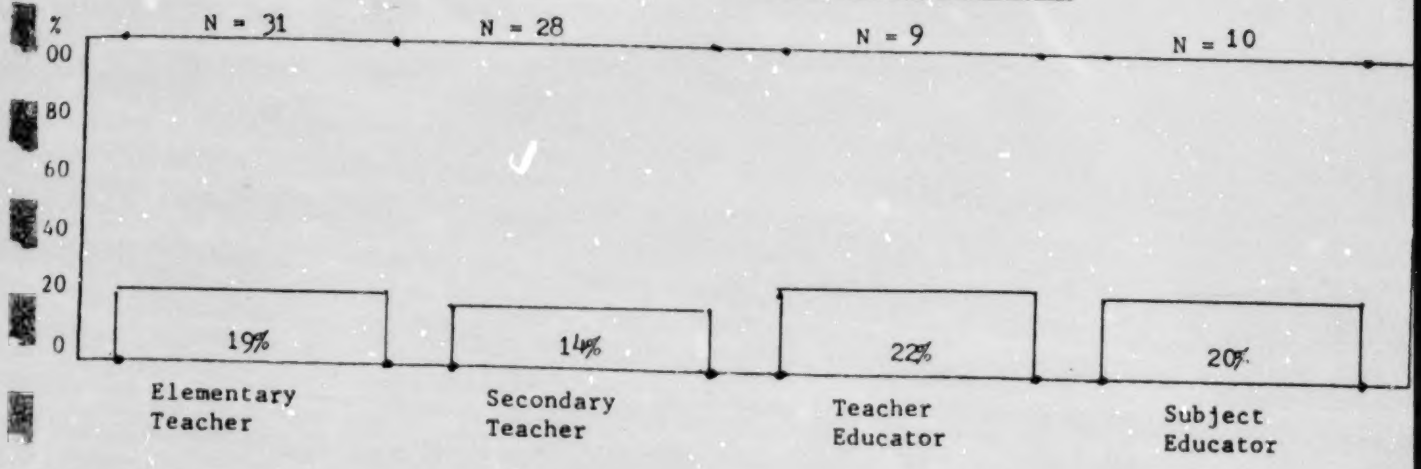


UNDERSTANDING OF CHILDREN OR ADOLESCENTS

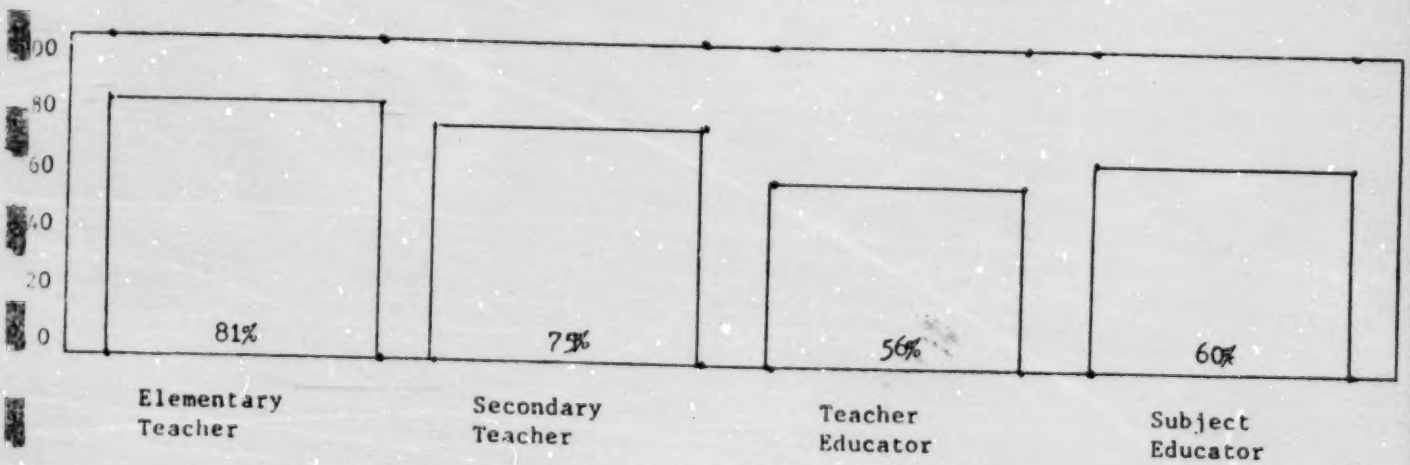


ITEM # 3

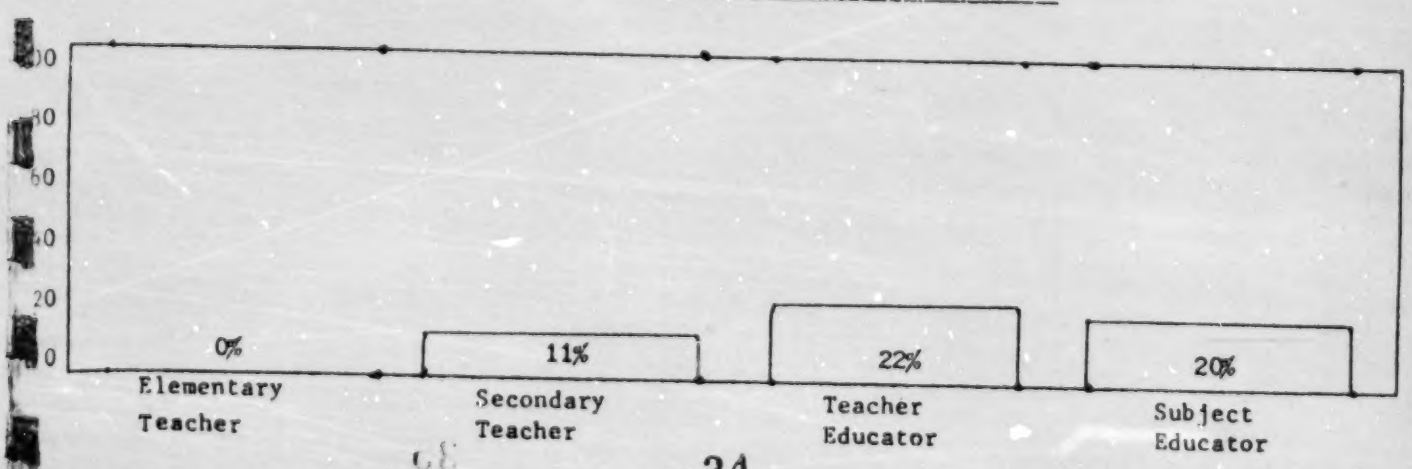
KNOWLEDGE OF SCHOOL LAW & DISTRICT ORGANIZATION



KNOWLEDGE OF TEACHER RIGHTS AND RESPONSIBILITIES

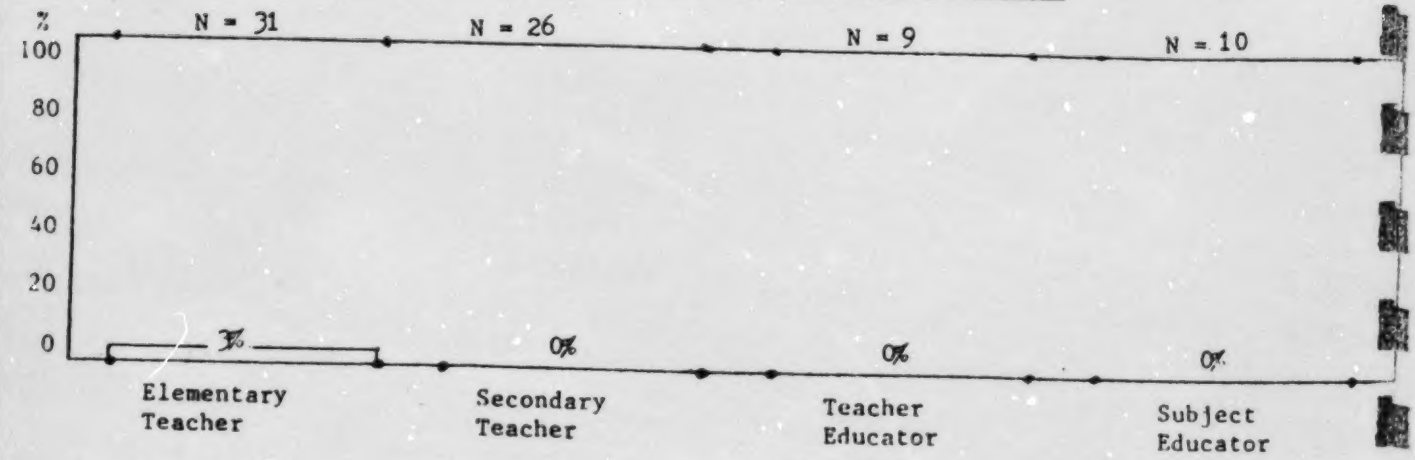


KNOWLEDGE OF PROFESSIONAL TEACHER ASSOCIATIONS

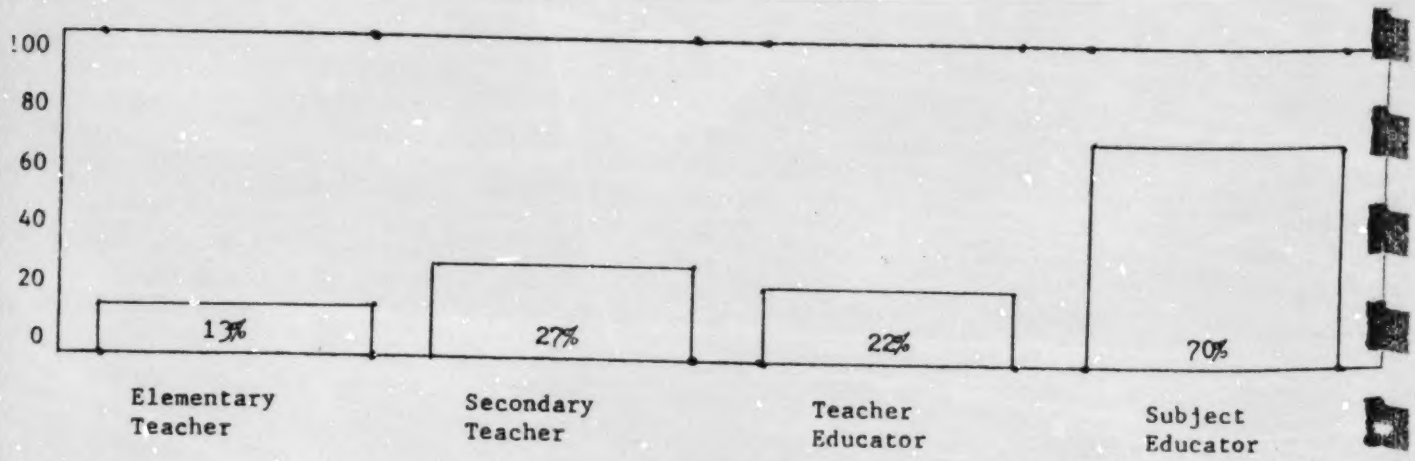


ITEM # 4

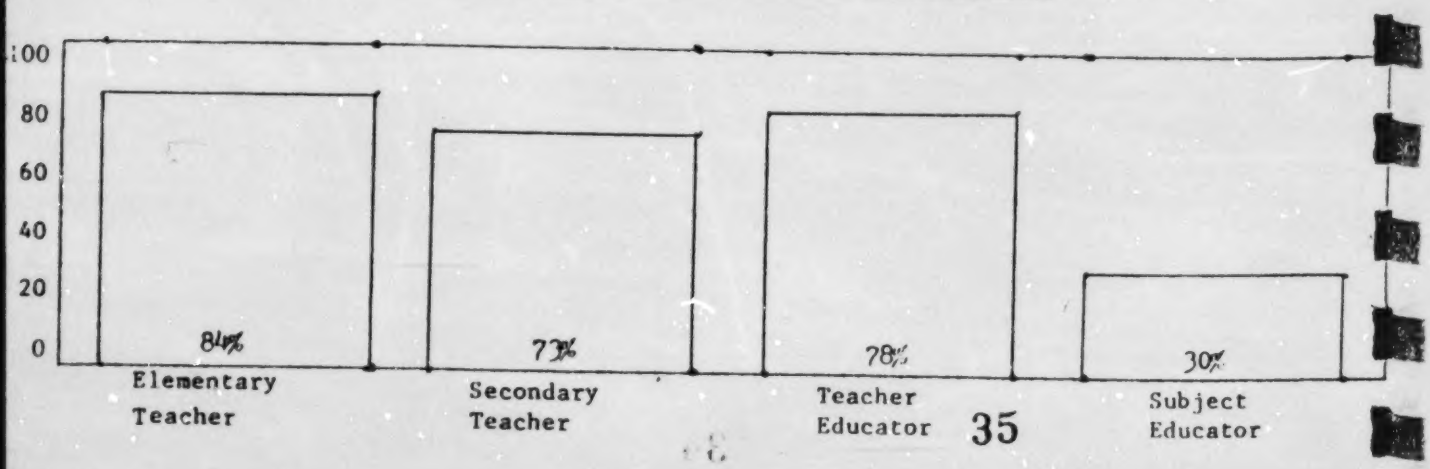
EDUCATIONAL HISTORY



EDUCATIONAL PHILOSOPHY

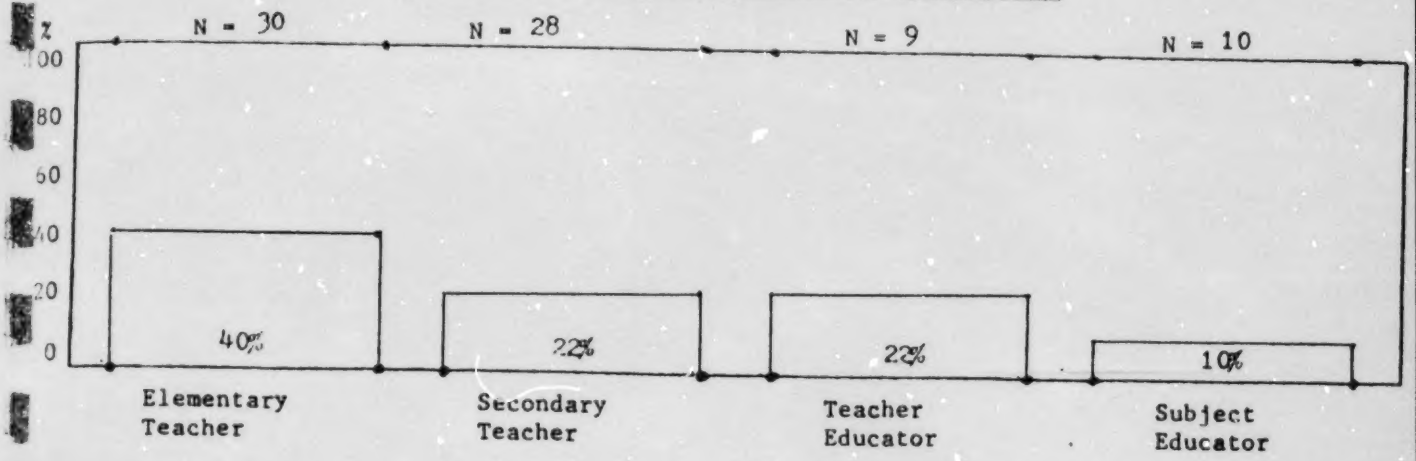


CURRICULUM ORGANIZATION

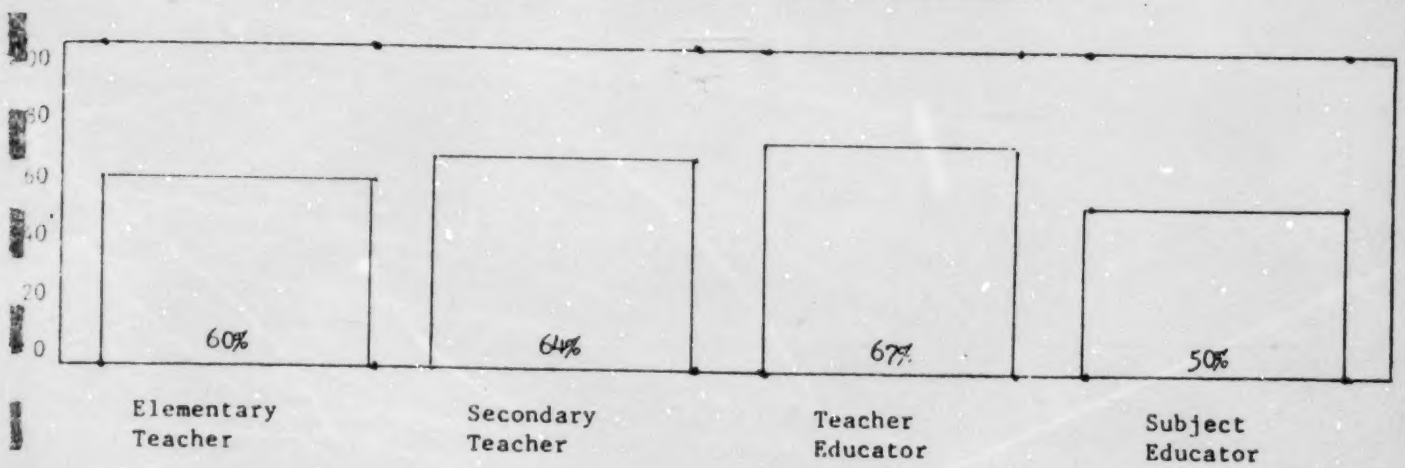


ITEM # 5

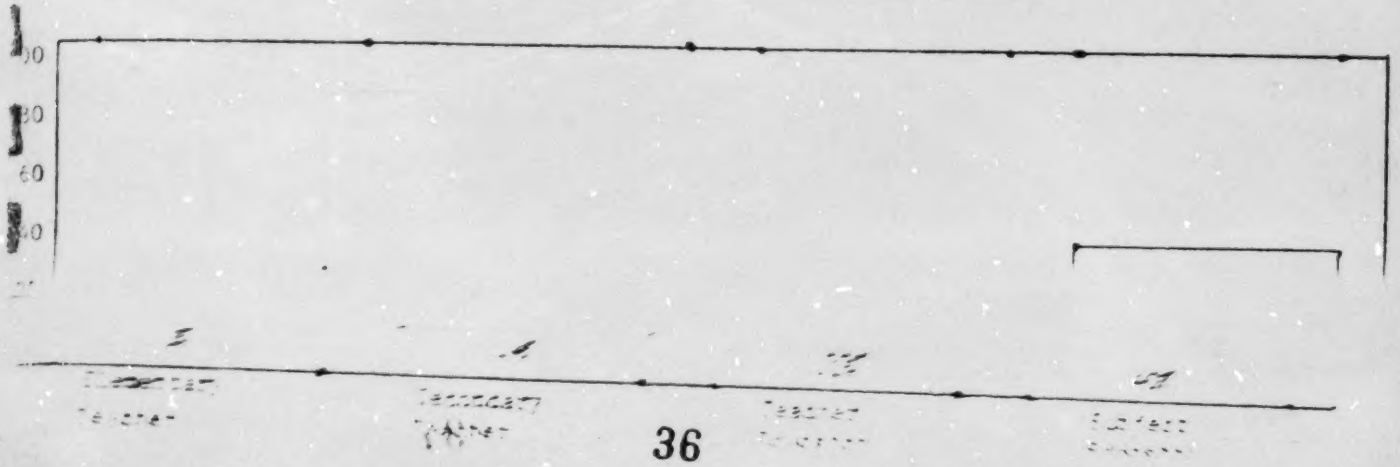
EXCEPTIONAL CHILDREN



GROUP DYNAMICS

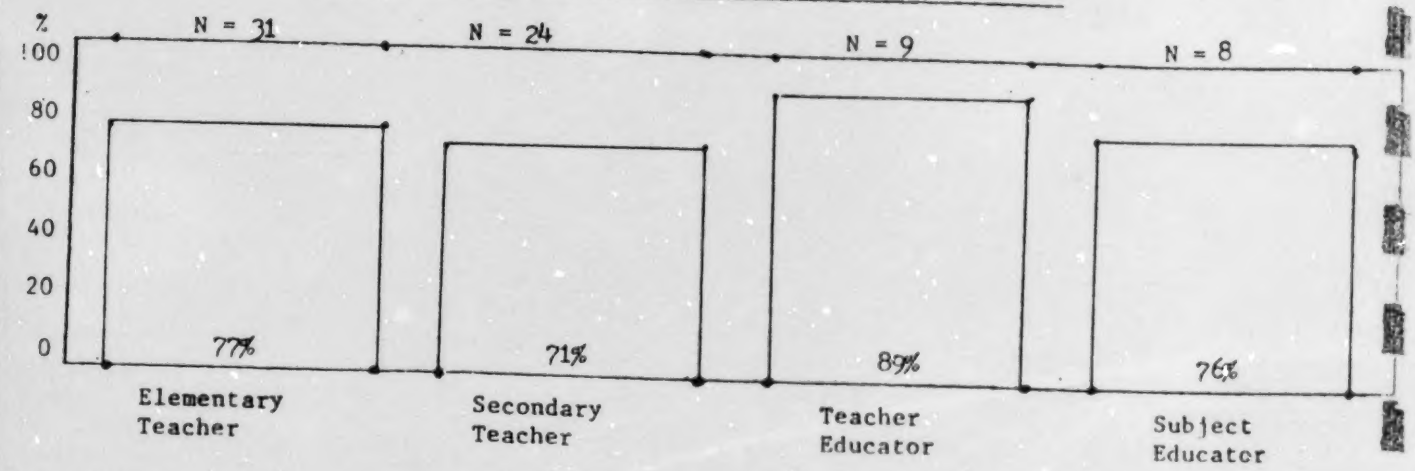


EDUCATIONAL TESTING

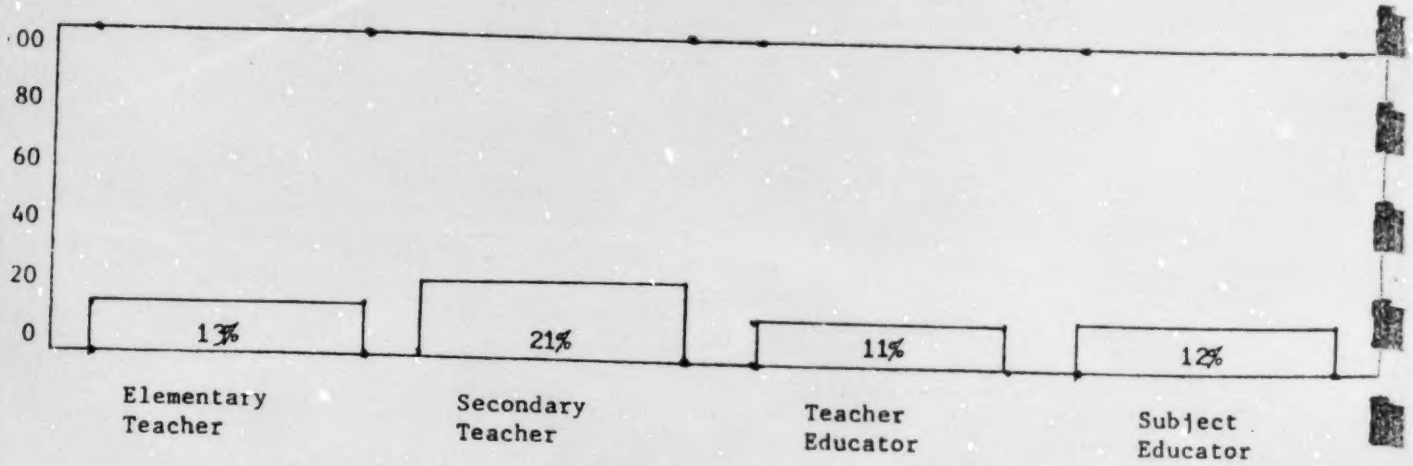


ITEM # 6

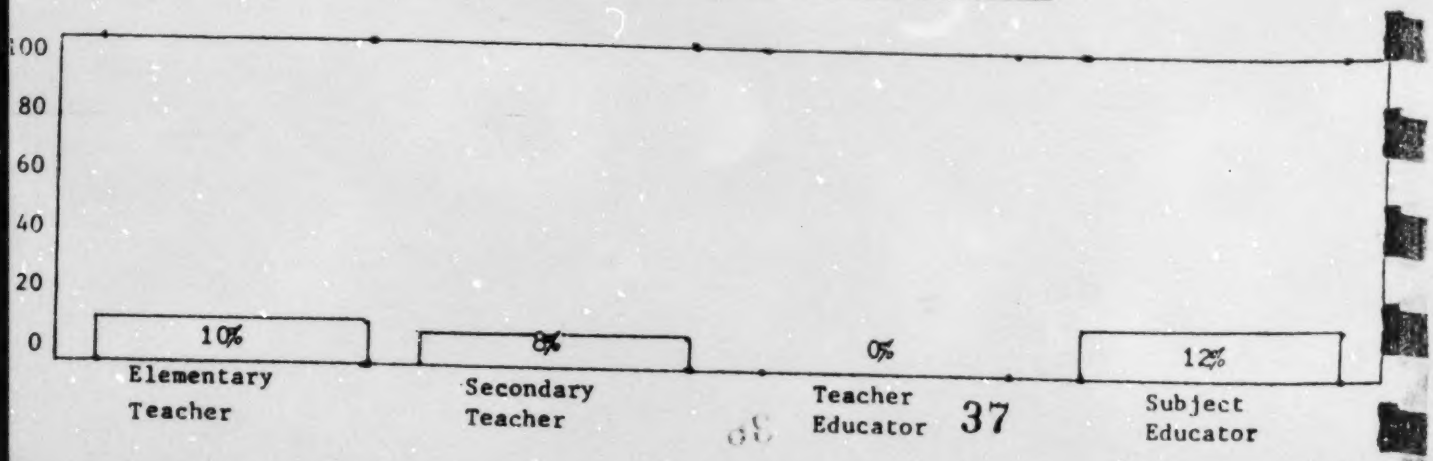
A FRESHMAN/SOPHOMORE LEVEL COURSE WHICH INCLUDES INFORMATION AND OBSERVATION



FRESHMAN/SOPHOMORE OBSERVATION--NO CLASS OR SEMINAR--OF AT LEAST 30 CLOCK HOURS

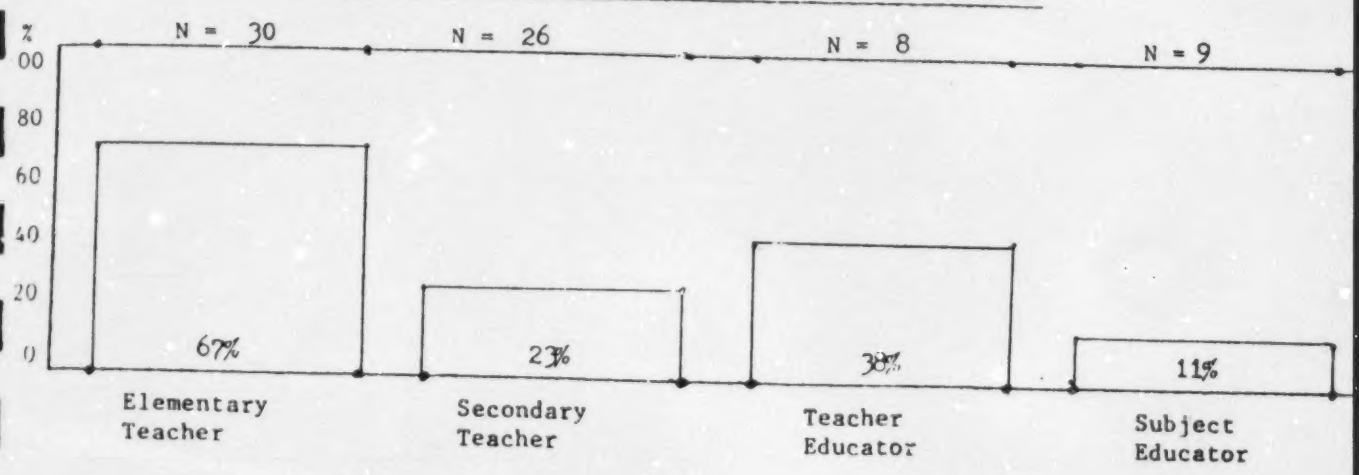


DOCUMENTED EVIDENCE, PROVIDED BY FRESHMAN/SOPHOMORES, OF PREVIOUS EXPERIENCES WITH CHILDREN (ACTIVE, NOT PASSIVE)

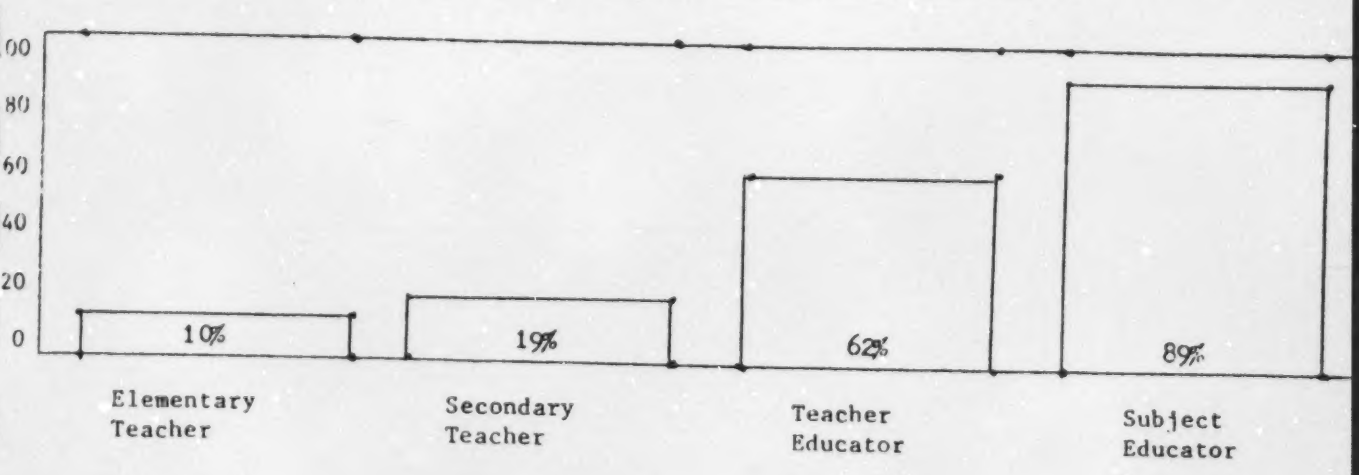


ITEM # 7

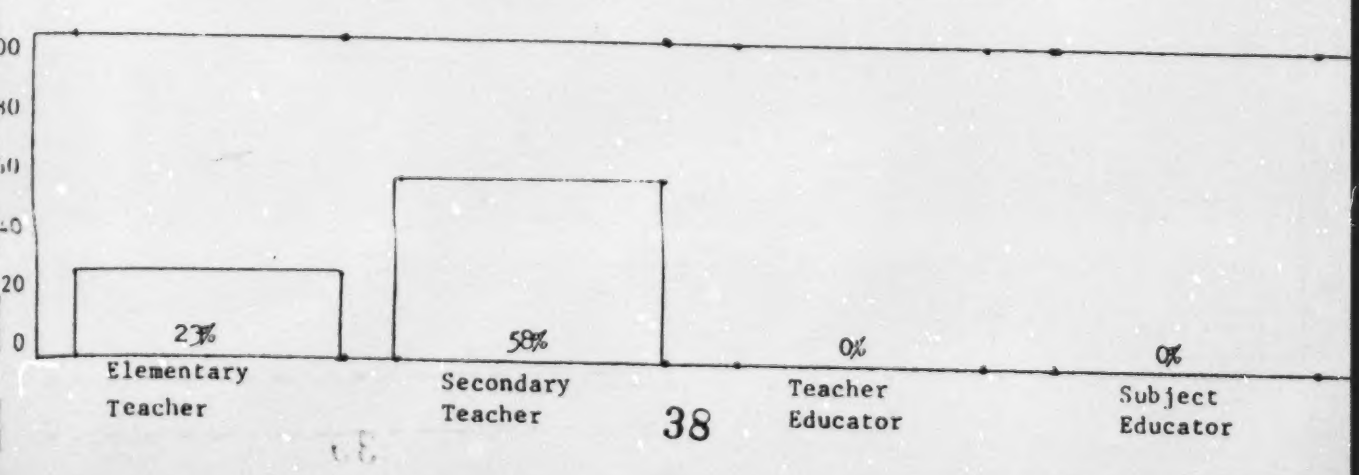
JUNIOR LEVEL OBSERVATION OF AT LEAST 100 CLOCK HOURS



METHODS CLASSES TAUGHT PRIMARILY BY UNIVERSITY PERSONNEL

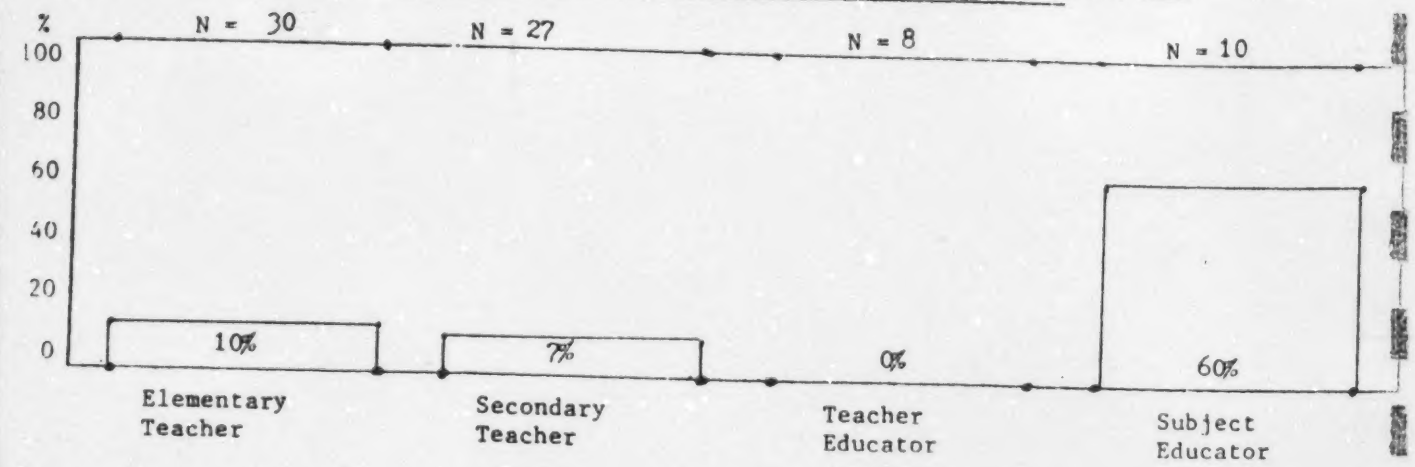


METHODS CLASSES TAUGHT PRIMARILY BY PUBLIC SCHOOL PERSONNEL

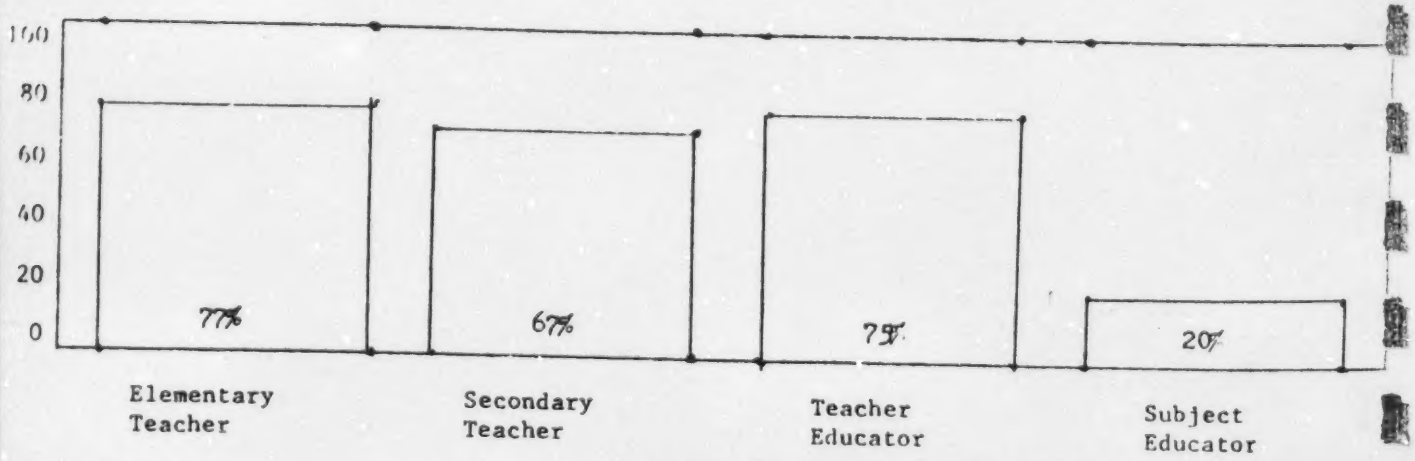


ITEM # 8

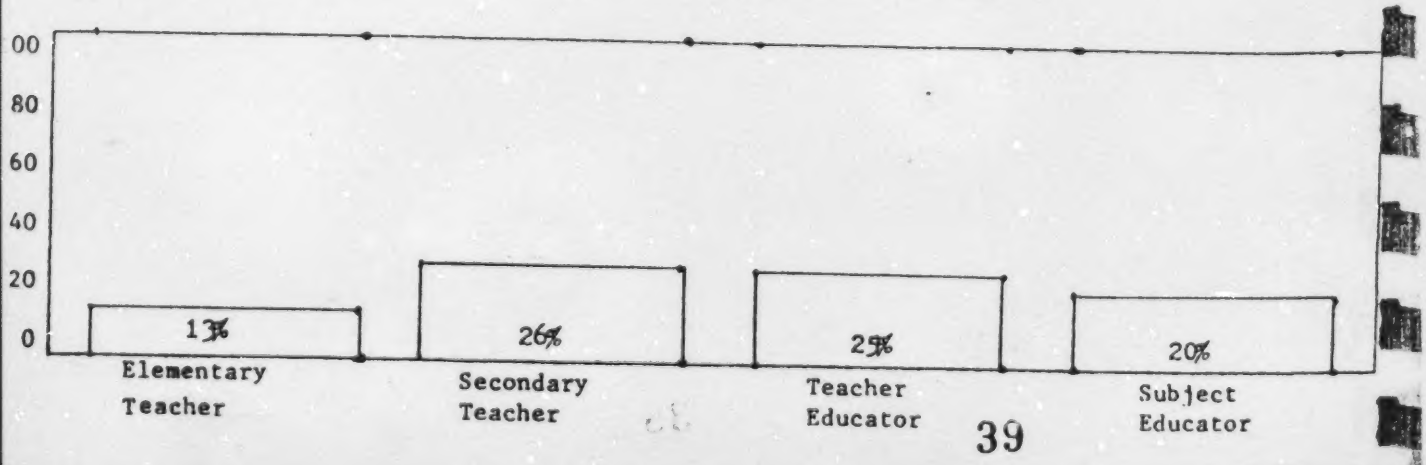
8 WEEKS OF STUDENT TEACHING PER GRADE LEVEL OR SUBJECT FIELD



16 WEEKS OF STUDENT TEACHING PER GRADE LEVEL OR SUBJECT FIELD

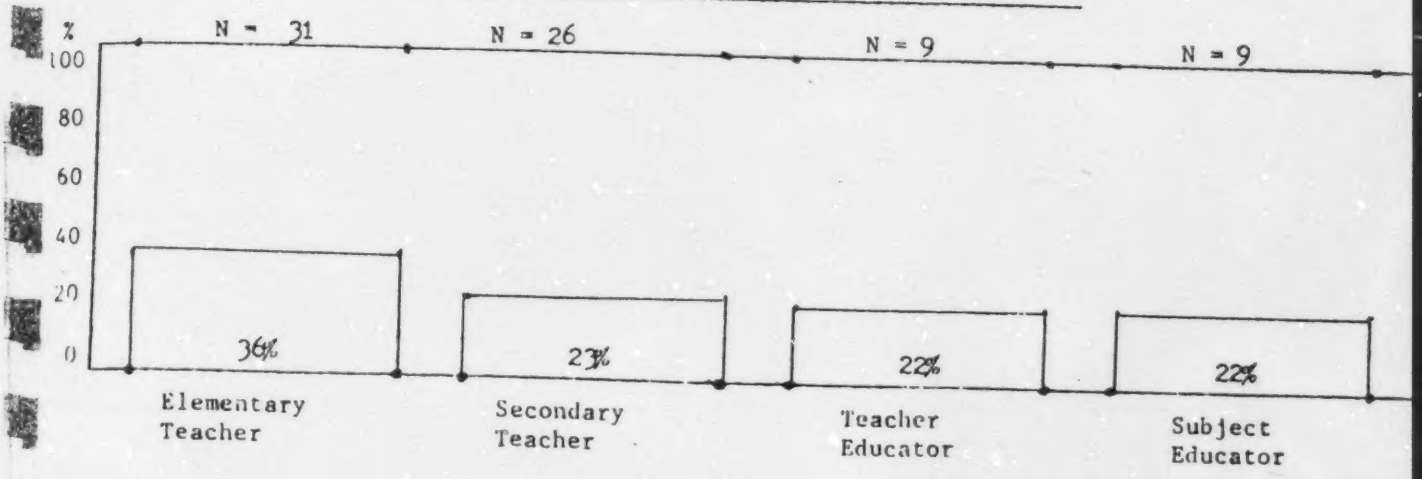


A FIFTH YEAR PAID INTERNSHIP

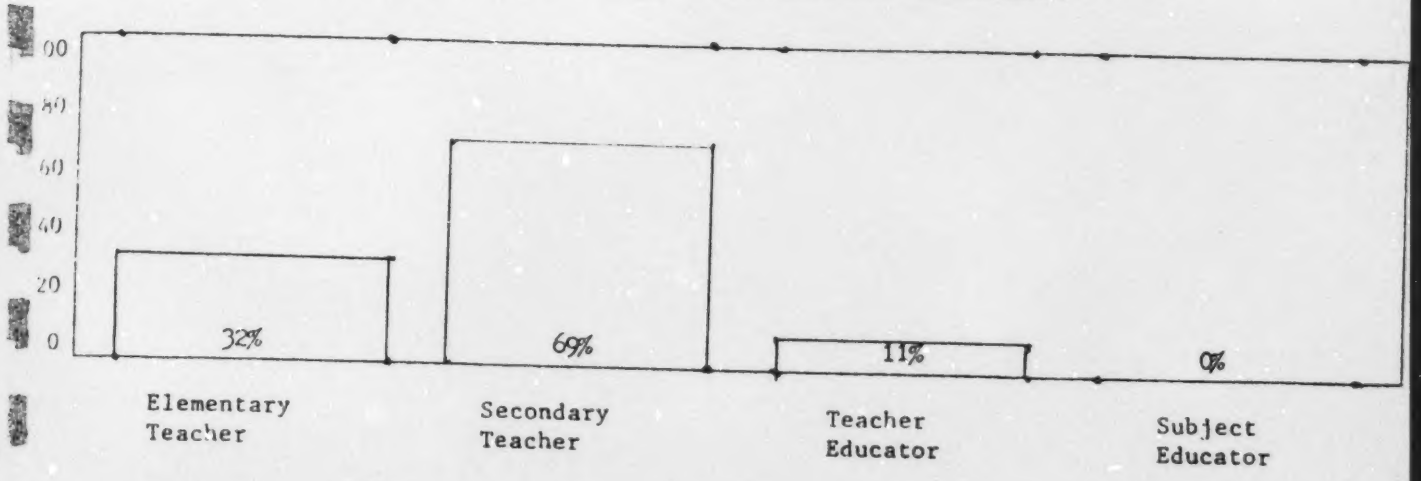


ITEM # 9

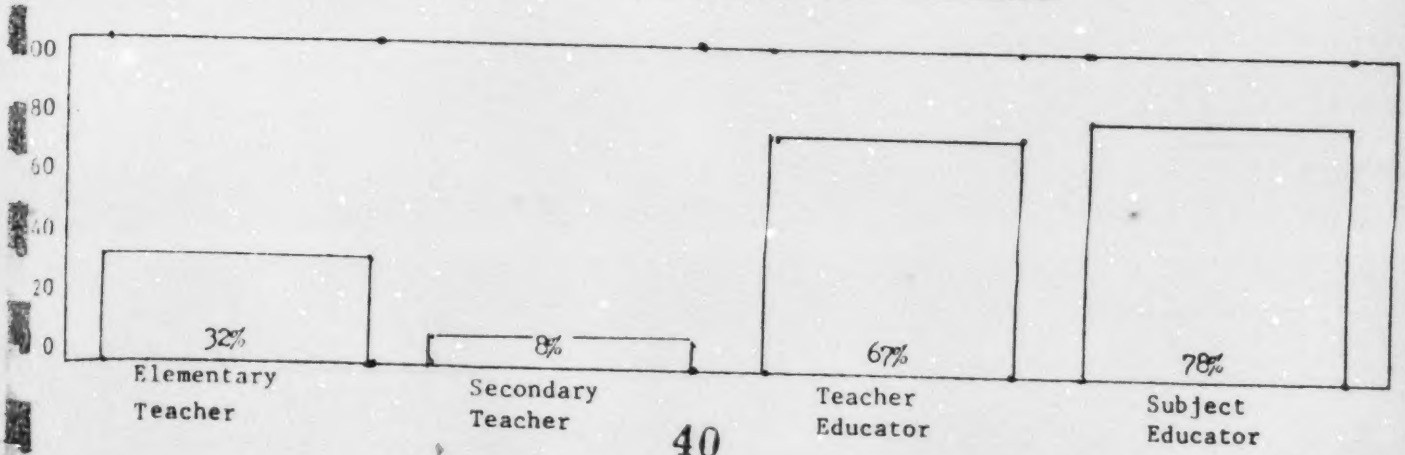
THE VALUABLE SERVICE TEACHERS PERFORM



ECONOMIC REALITIES INVOLVED IN THE REMUNERATION OF TEACHERS

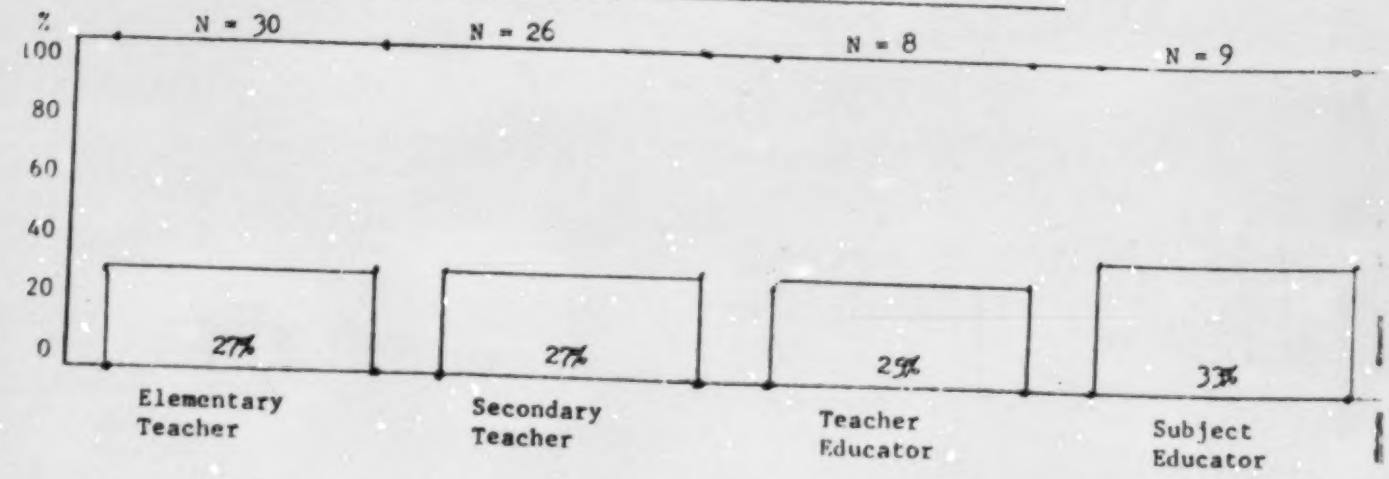


THE PROFESSIONAL STATURE OF TEACHING AS A CAREER

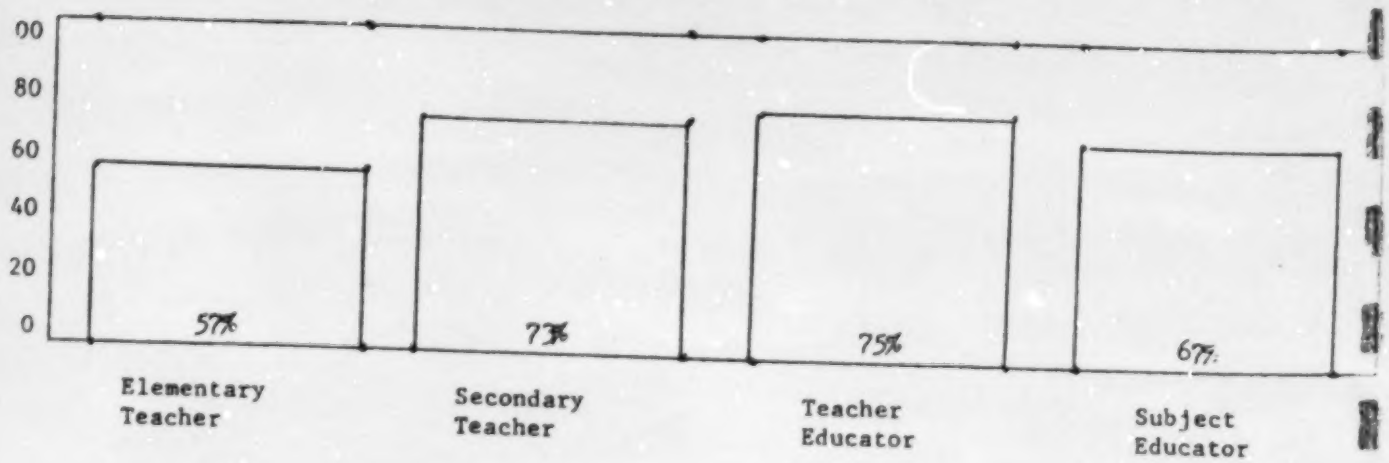


ITEM # 10

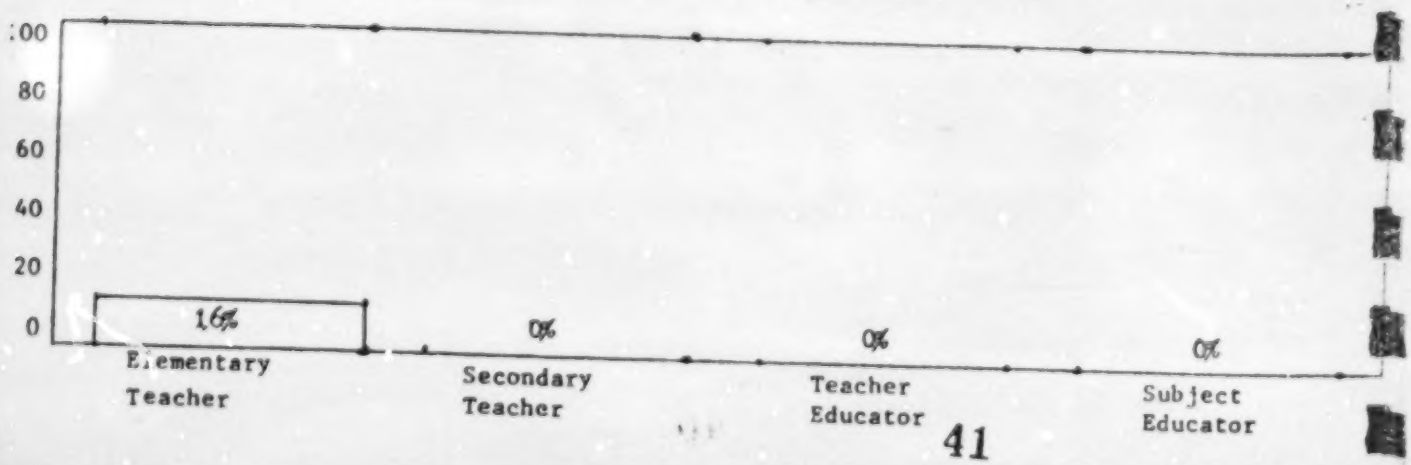
SPONSOR ON-CAMPUS INSERVICE EDUCATION PROGRAMS FOR COOPERATING TEACHERS



PROVIDE FIELD-BASED INSERVICE PROGRAMS FOR COOPERATING TEACHERS

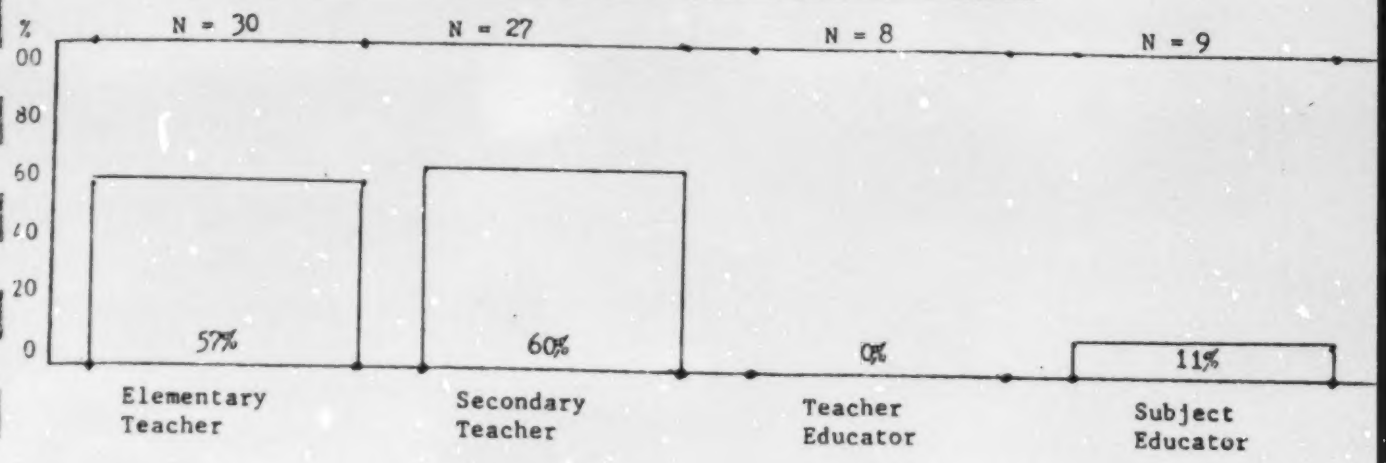


MAKE CORRESPONDENCE COURSES AVAILABLE TO COOPERATING TEACHERS

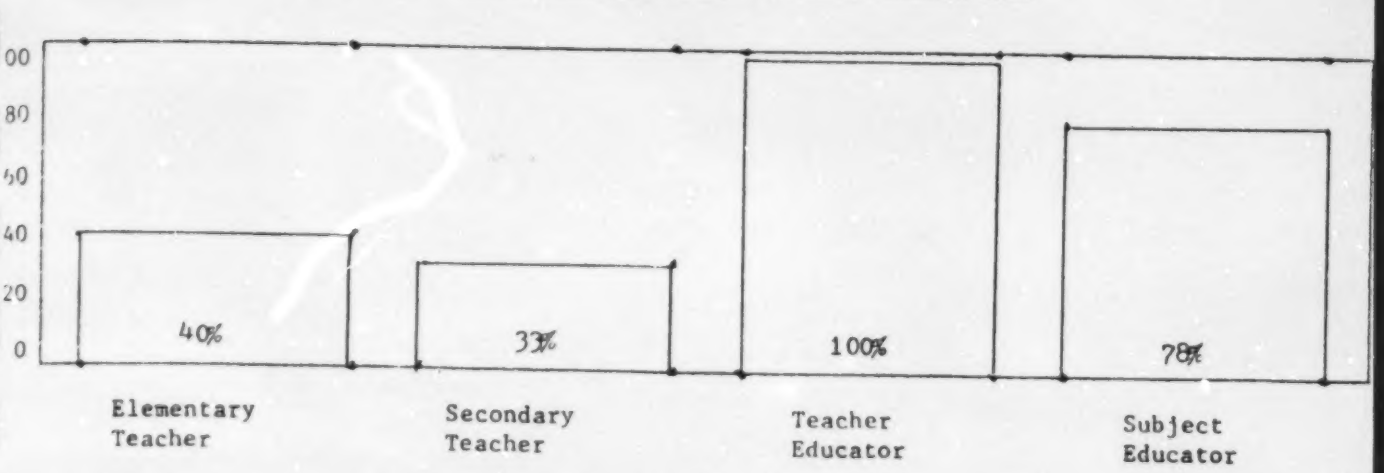


ITEM # 11

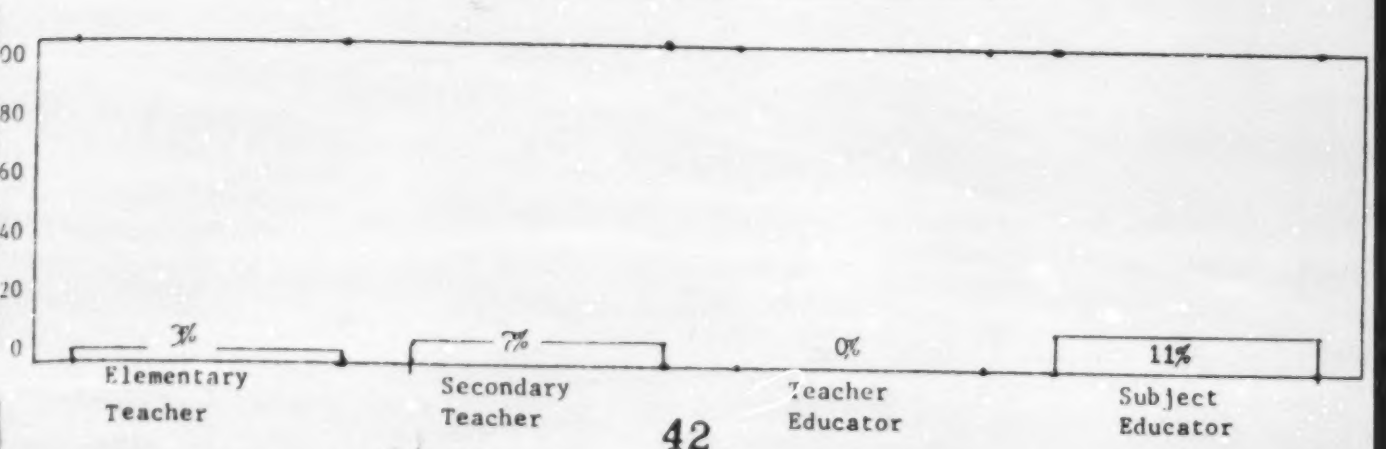
VISIT STUDENT TEACHERS OFTEN



TEACH ON-CAMPUS CLASSES

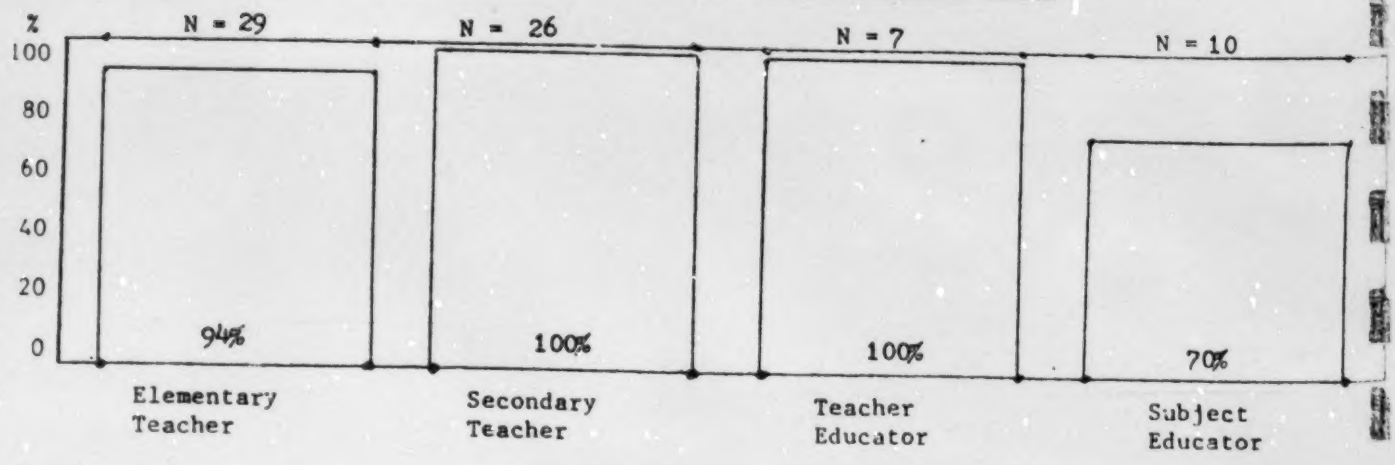


CONDUCT RESEARCH ON TEACHER EDUCATION

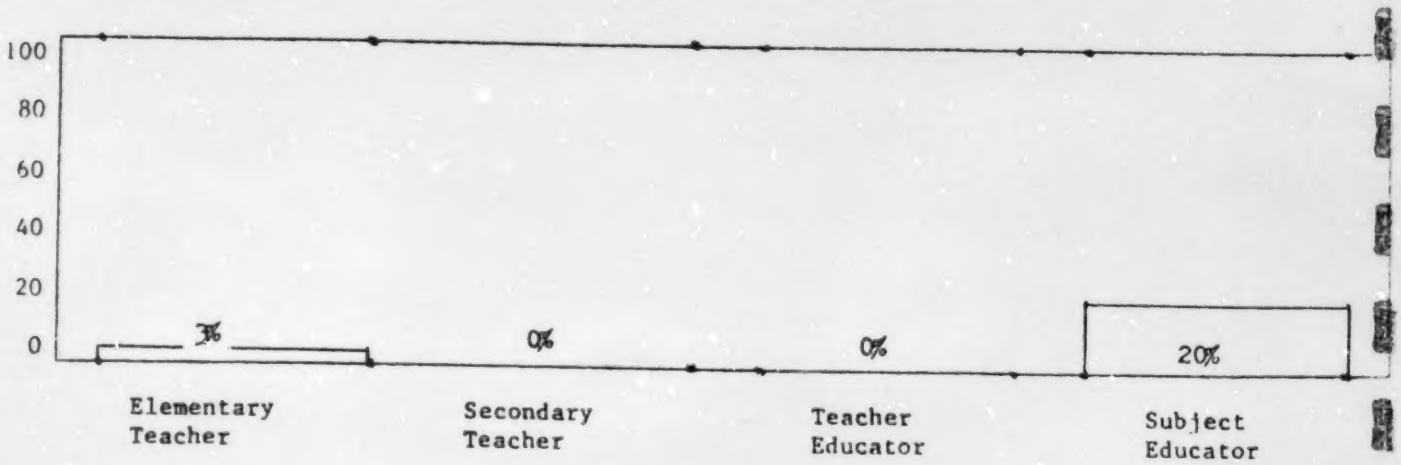


ITEM # 12

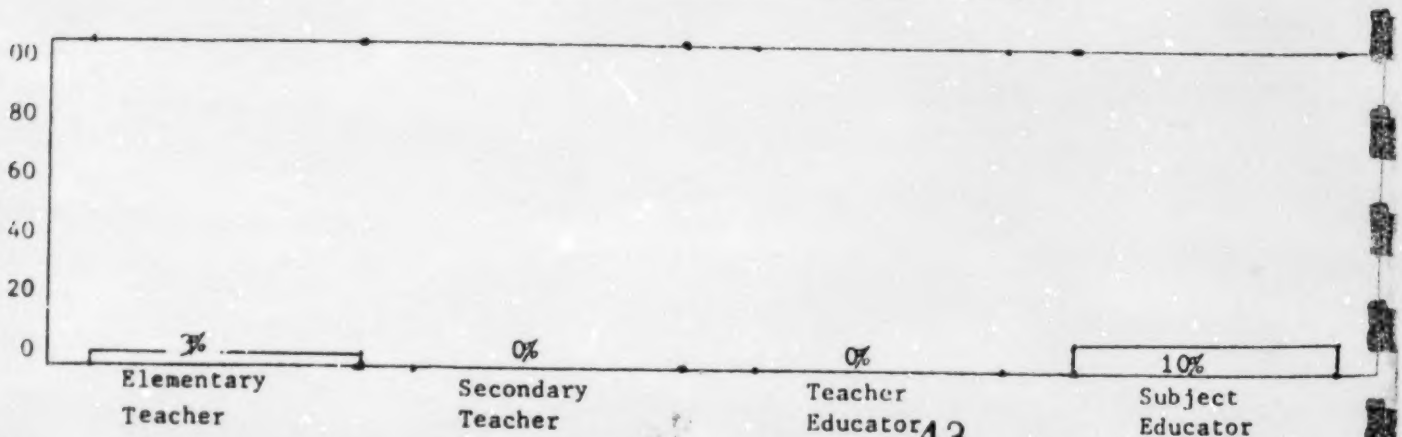
CONTINUOUS DIALOGUE WITH PUBLIC SCHOOL EDUCATORS



REGULAR ATTENDANCE AT PROFESSIONAL MEETINGS

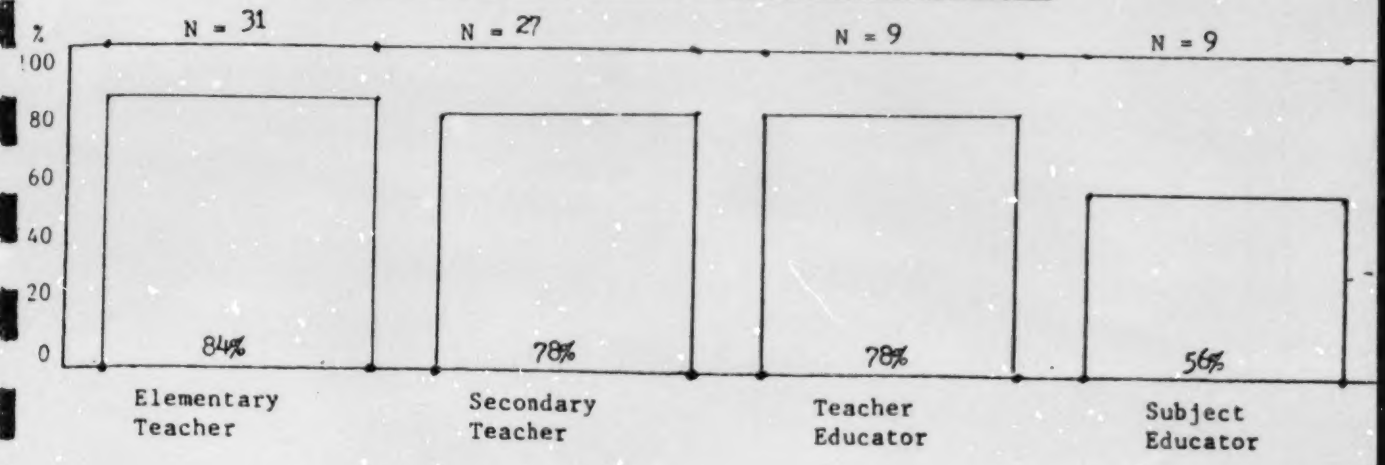


PROFESSIONAL WRITING

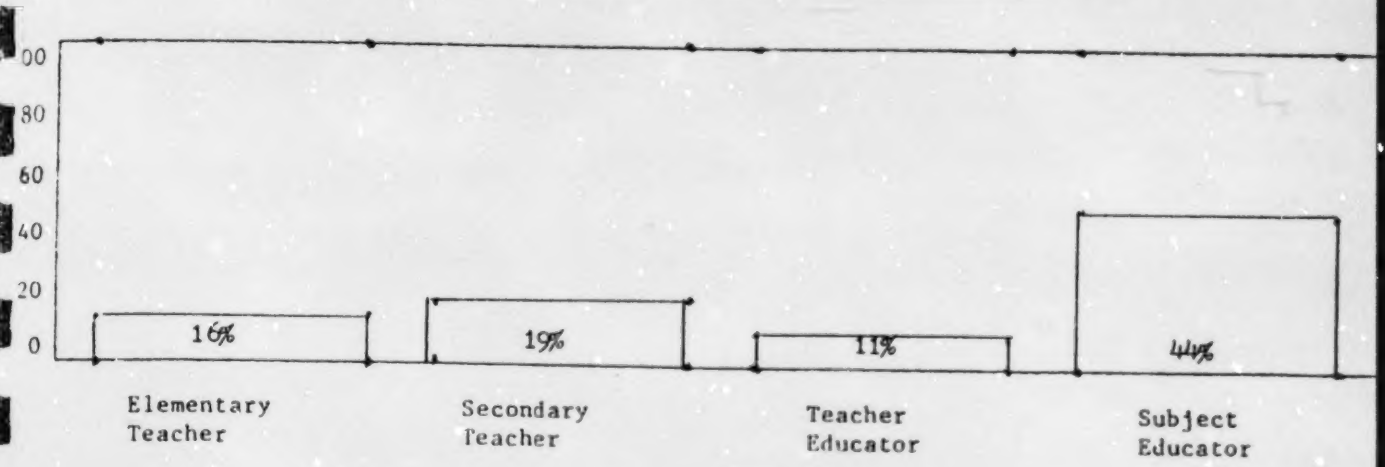


ITEM # 13

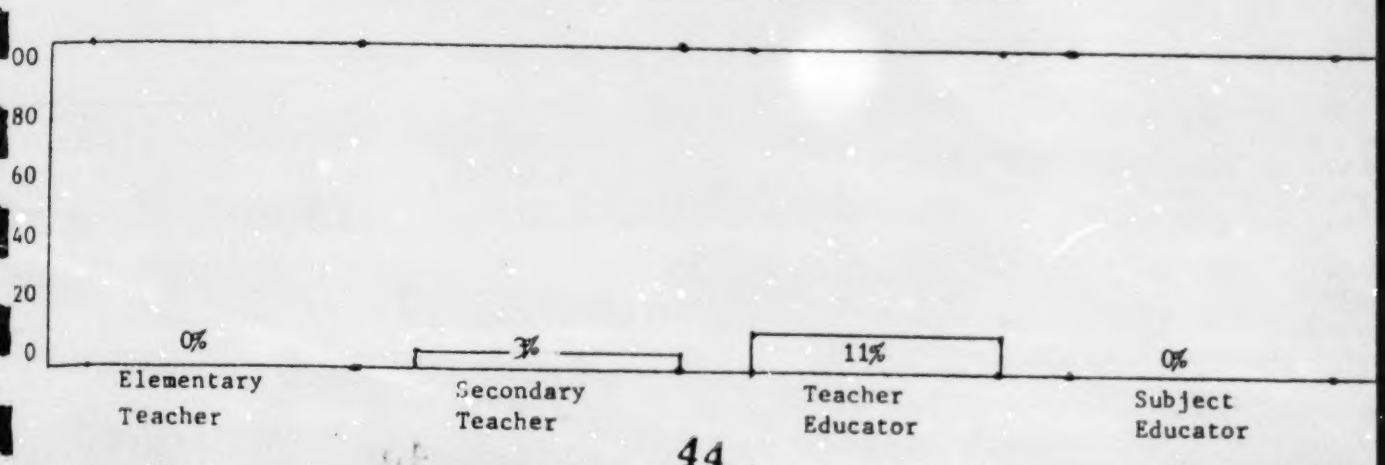
A PROVENLY EFFECTIVE PAST EXPERIENCE IN THE CLASSROOM



THEIR KNOWLEDGE OF SUBJECT MATTER STUDENT TEACHER WILL TEACH

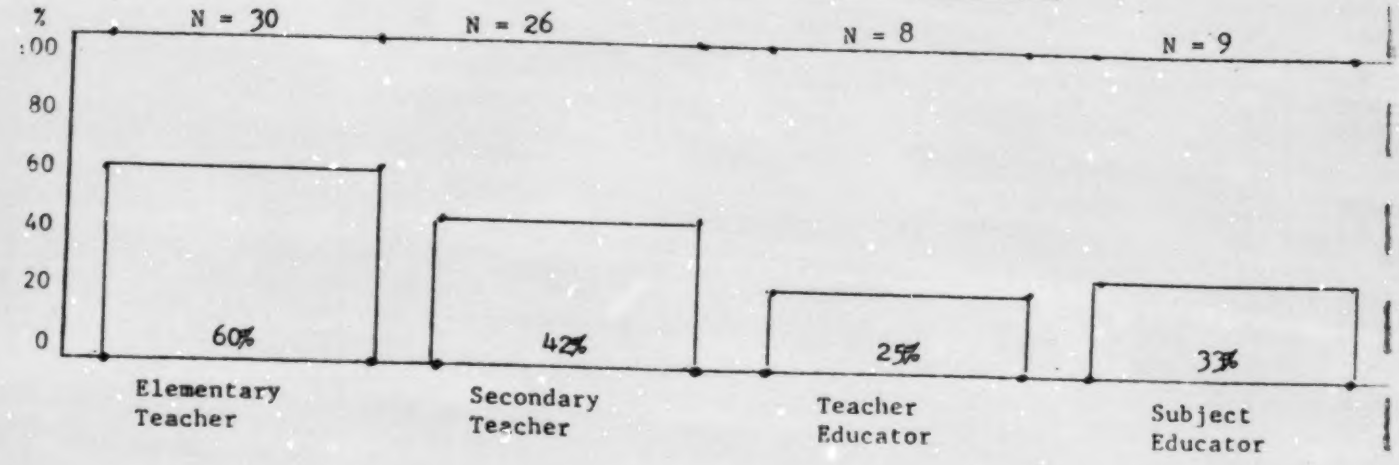


THE TIME THEY HAVE AVAILABLE IN PROPORTION TO THEIR TEACHING LOAD

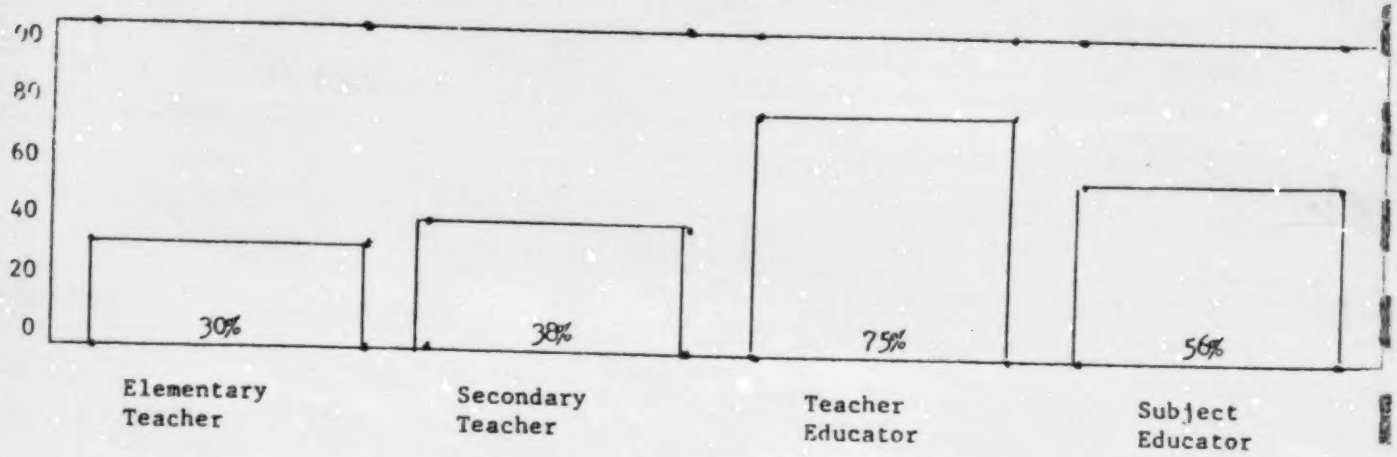


ITEM # 14

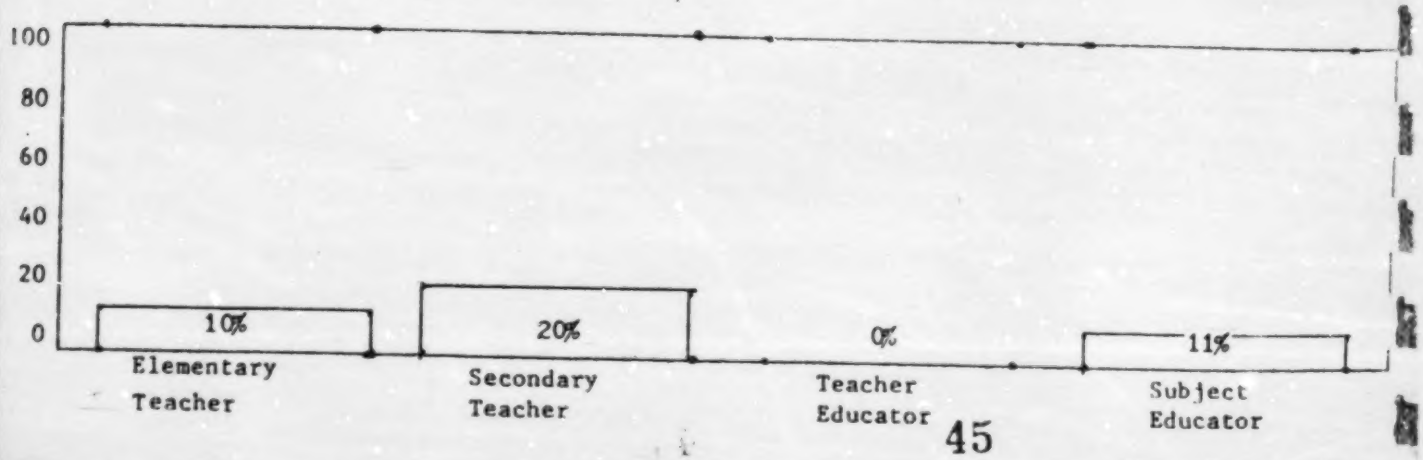
CLASSROOM MANAGEMENT TECHNIQUES



CURRENT METHODS OF TEACHING

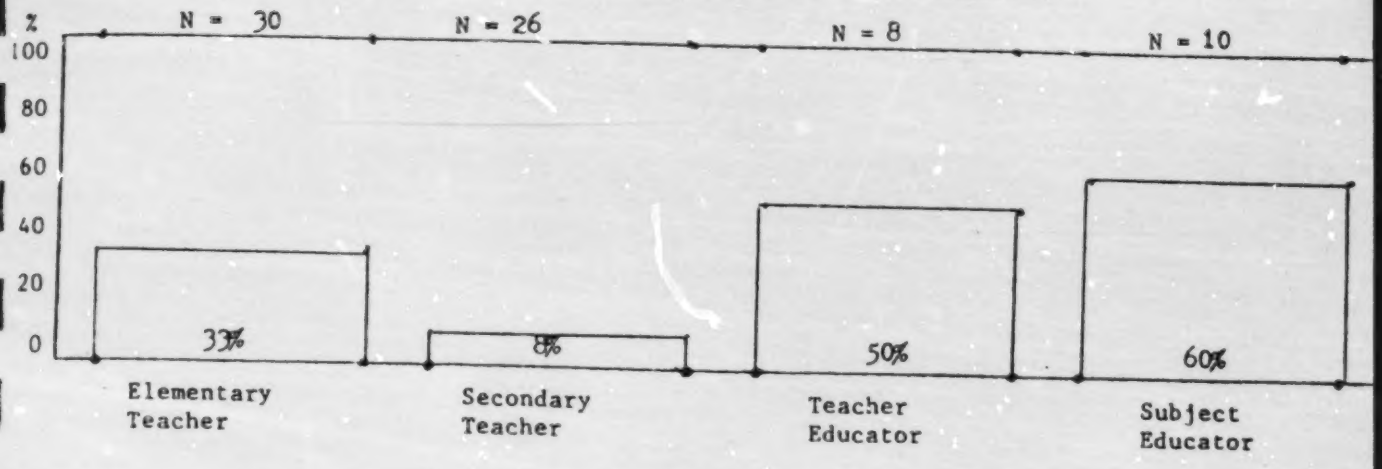


RECENT CLASSROOM INNOVATIONS

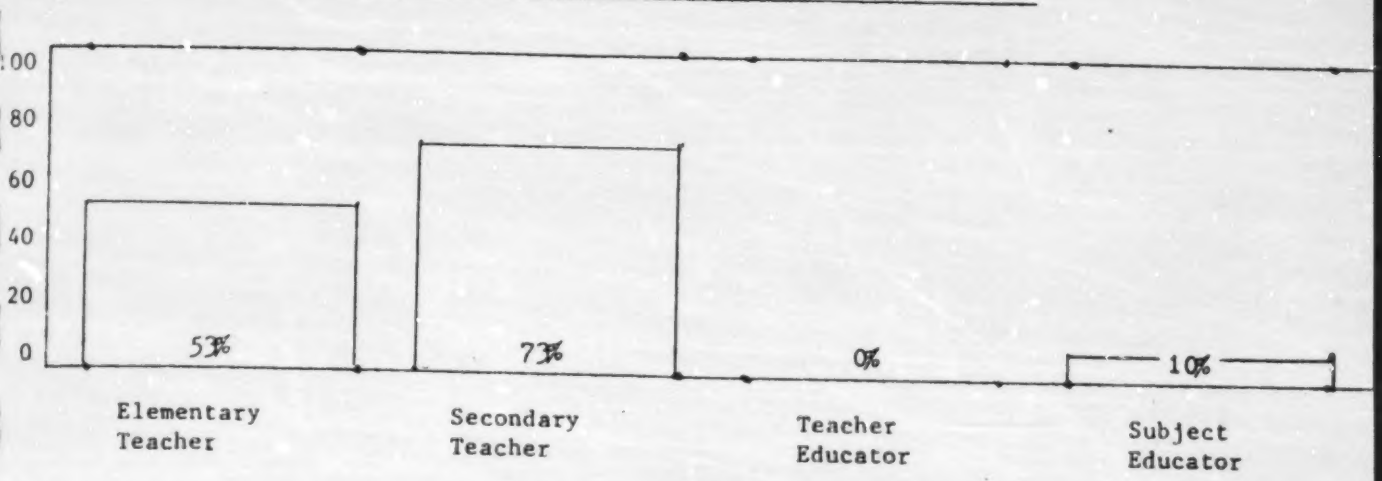


ITEM # 15

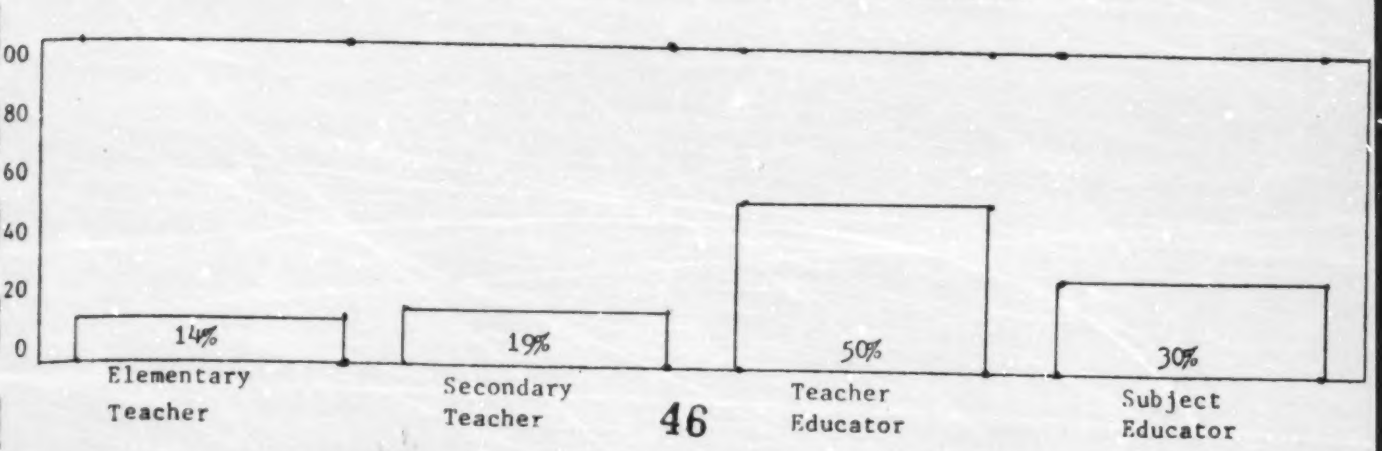
A TRAINING SESSION SPONSORED BY THE UNIVERSITY



AN OBSERVATION PERIOD IN THE PUBLIC SCHOOLS TO GET A FEEL FOR THE CLASSROOM

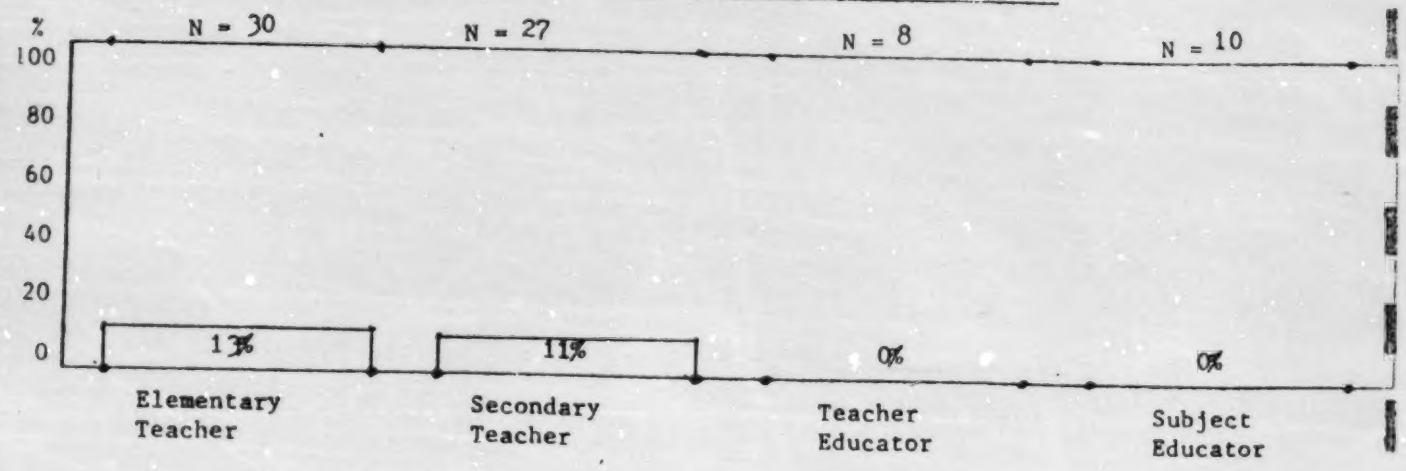


RELYING UPON THEIR OWN KNOWLEDGE AND EXPERIENCE AS EDUCATORS

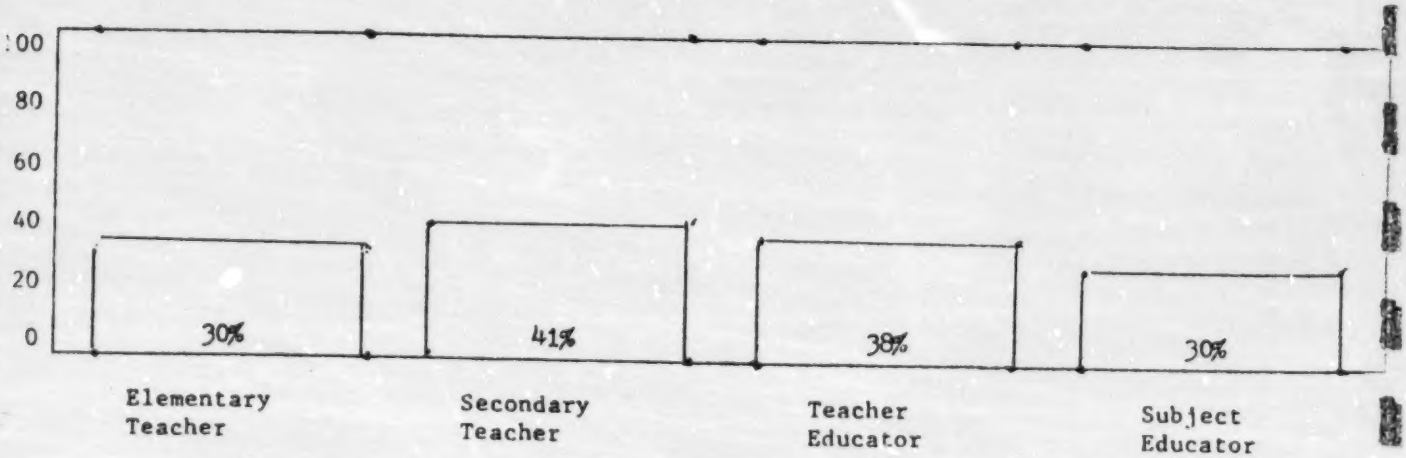


ITEM # 16

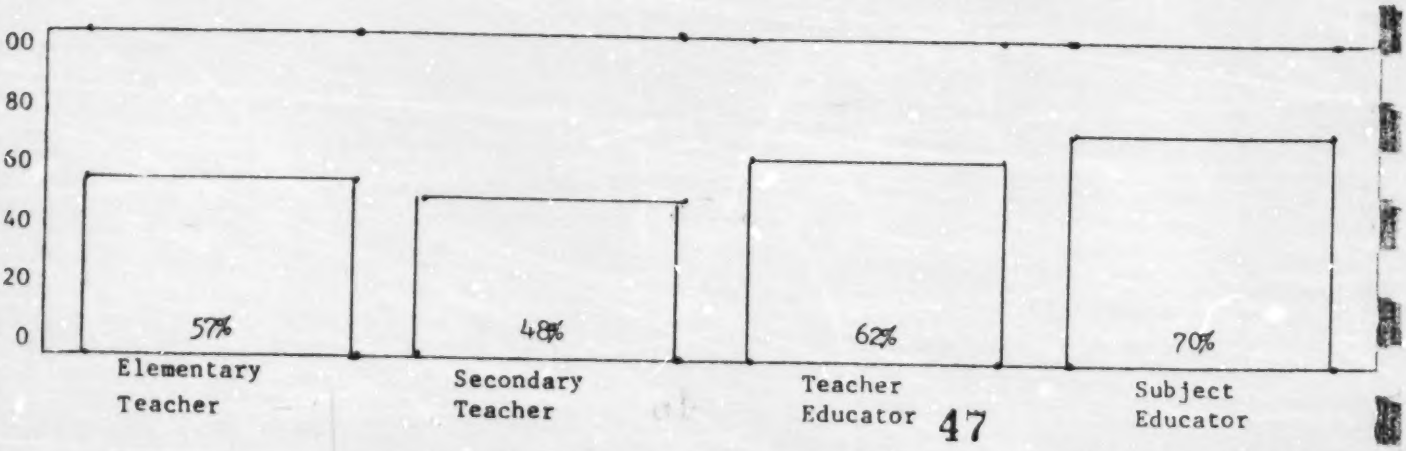
VISITS AS NEEDED



VISITS ON A REGULAR BASIS, AT LEAST TWICE

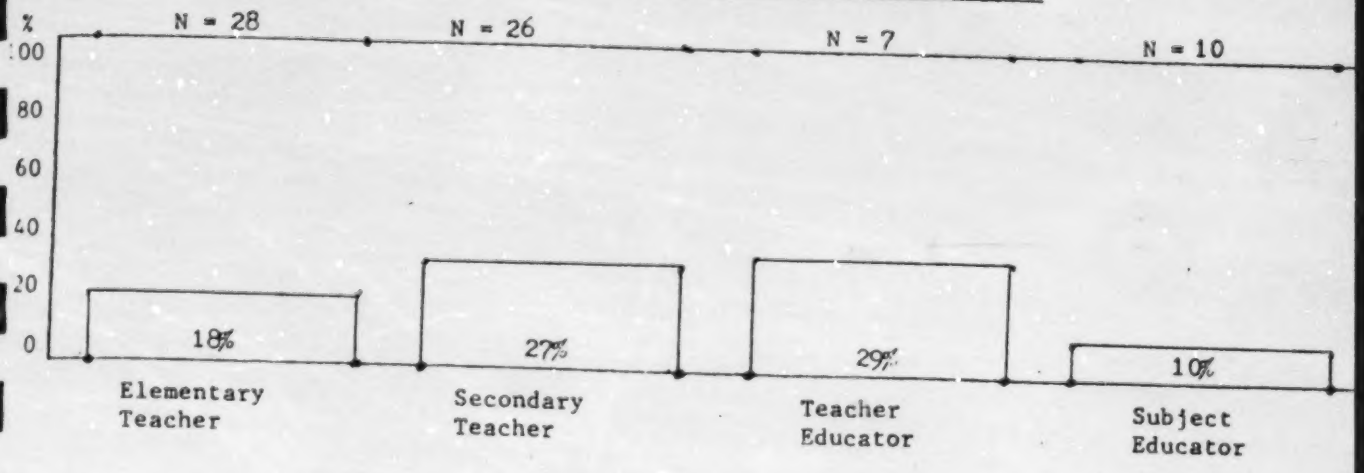


VISITS ON A REGULAR BASIS, THREE TIMES OR MORE

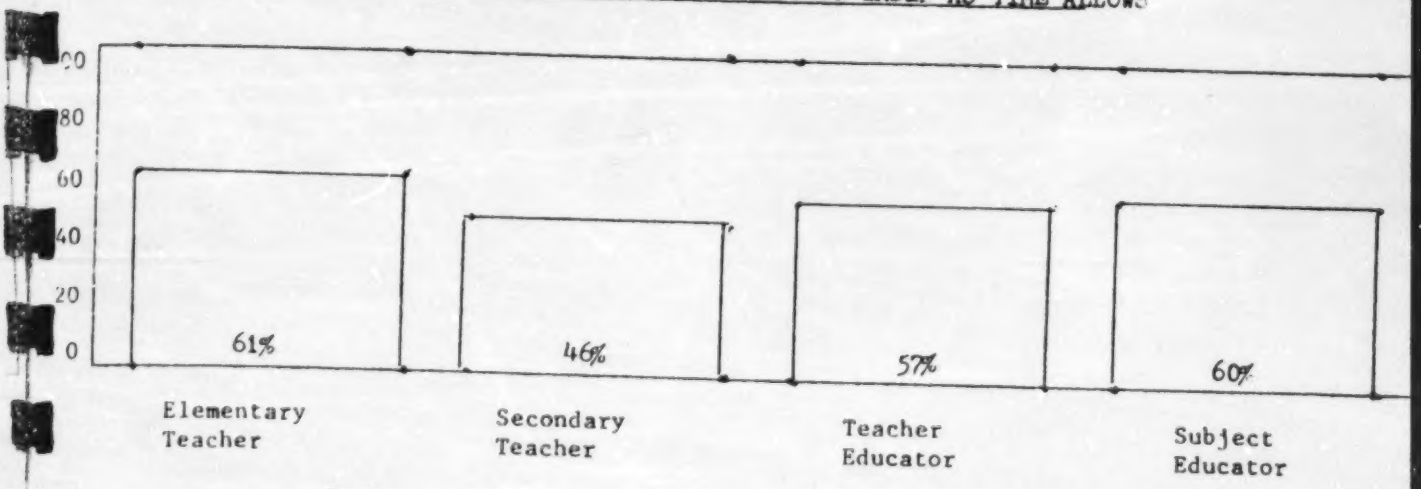


ITEM # 17

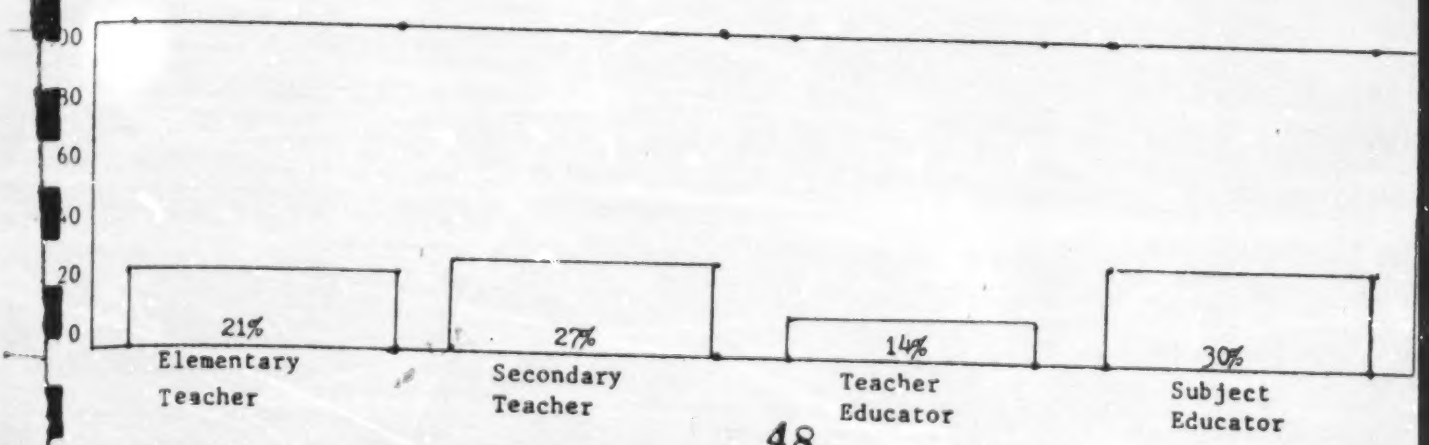
Exchange Program .....NOT AT ALL



Exchange Program .....ON A VOLUNTEER BASIS AS TIME ALLOWS

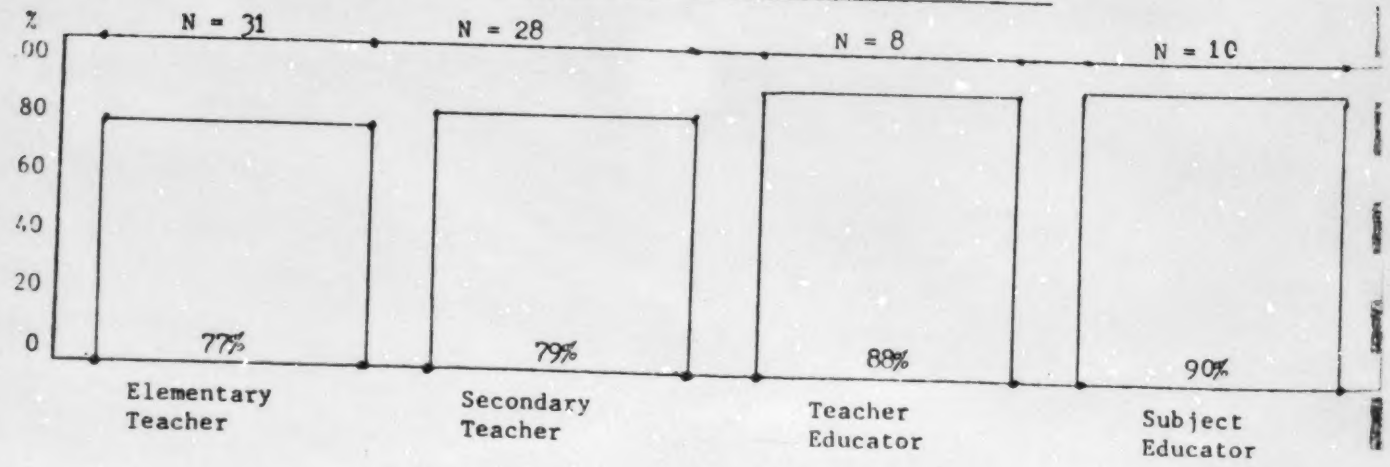


Exchange Program.....
ONCE A YEAR FOR ALL THOSE INVOLVED IN TEACHER EDUCATION AND SUPERVISION

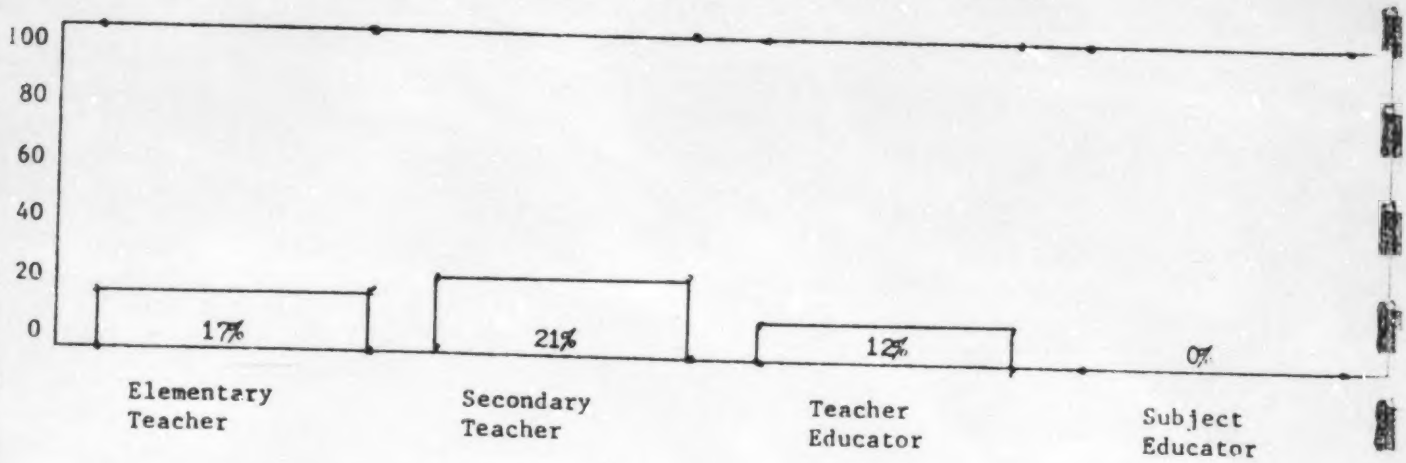


ITEM # 18

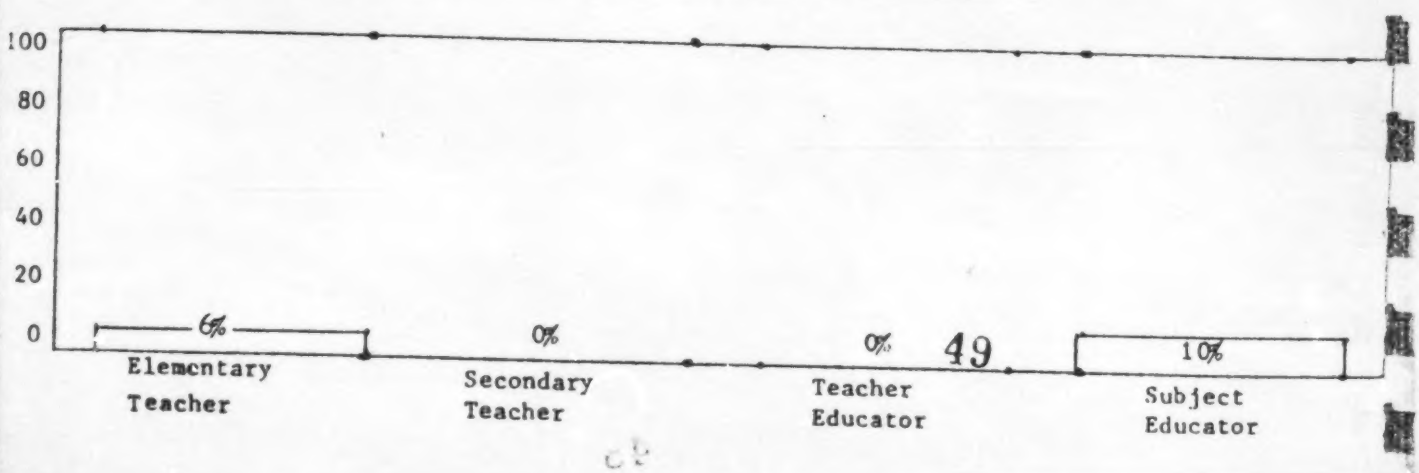
COOPERATING TEACHERS...THE TEMPERAMENT AND DESIRE TO WORK WITH STUDENT TEACHERS



THE ABILITY TO BE WELL ORGANIZED, KEEPING THEIR PERSONAL & PROFESSIONAL LIVES RUNNING SMOOTHLY

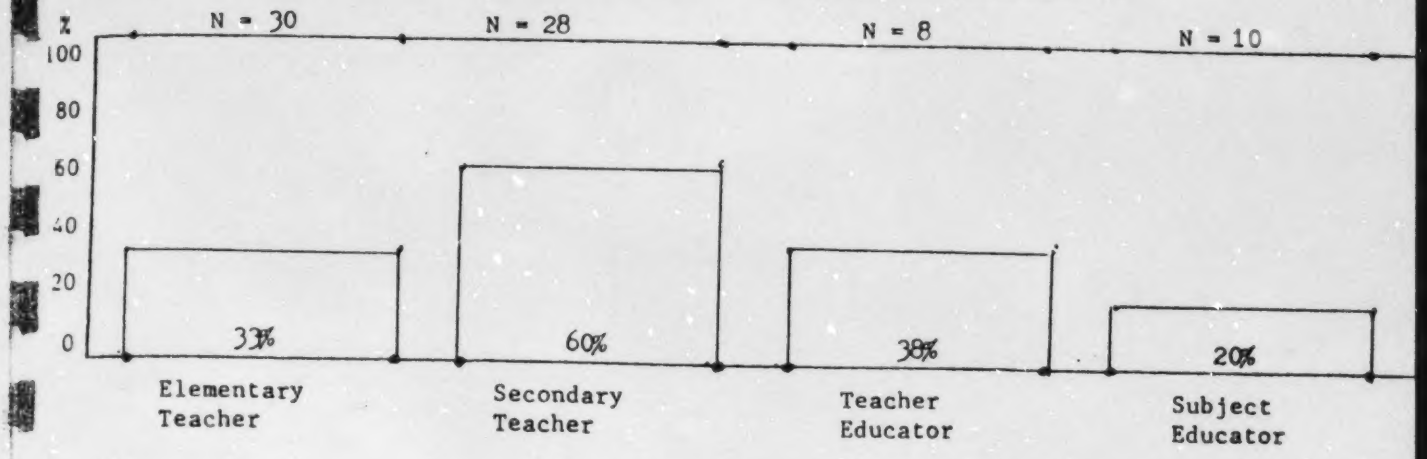


A PERCEPTION OF THEMSELVES AS WELL ACCEPTED BY PROFESSIONAL PEERS AND SUPERVISORS

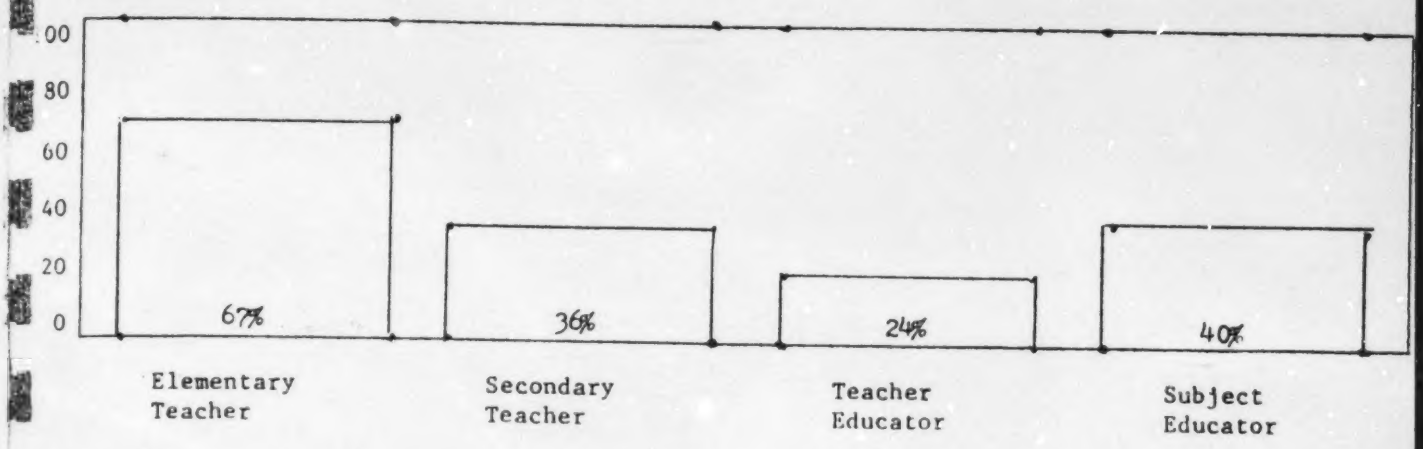


ITEM # 19

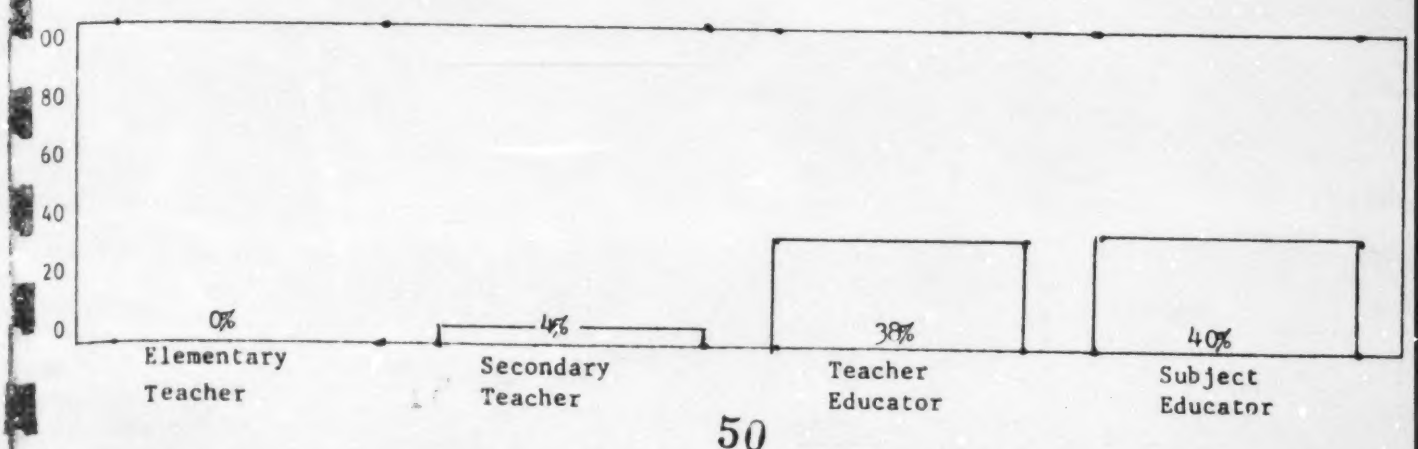
A GOOD PERFORMANCE RECORD AS ASSESSED BY BUILDING PRINCIPALS



A GOOD PERFORMANCE RECORD AS ASSESSED BY PROFESSIONAL COLLEAGUES

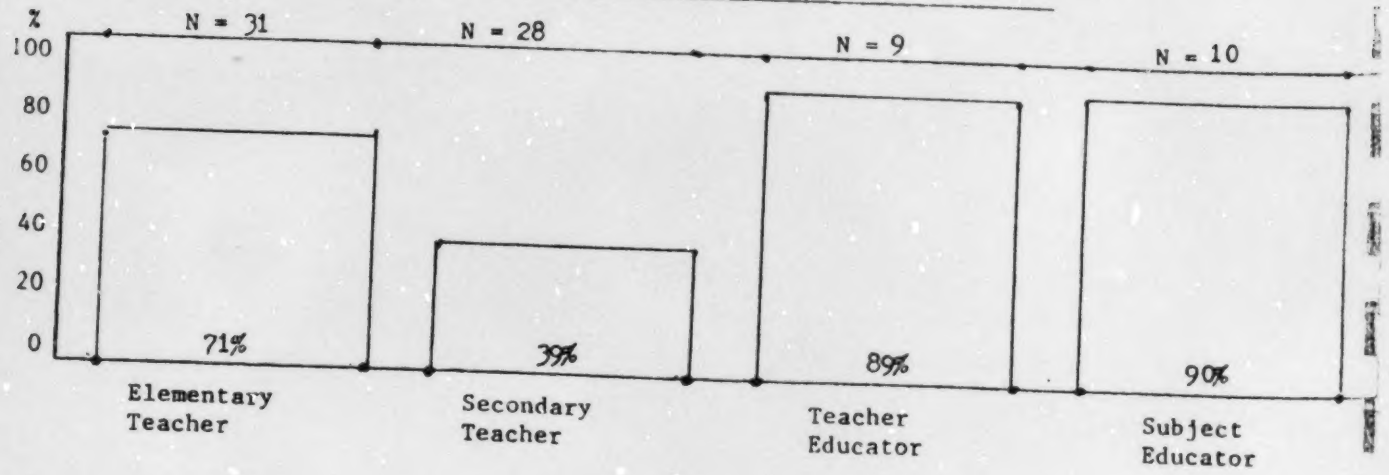


A GOOD PERFORMANCE RECORD AS ASSESSED BY UNIVERSITY PERSONNEL

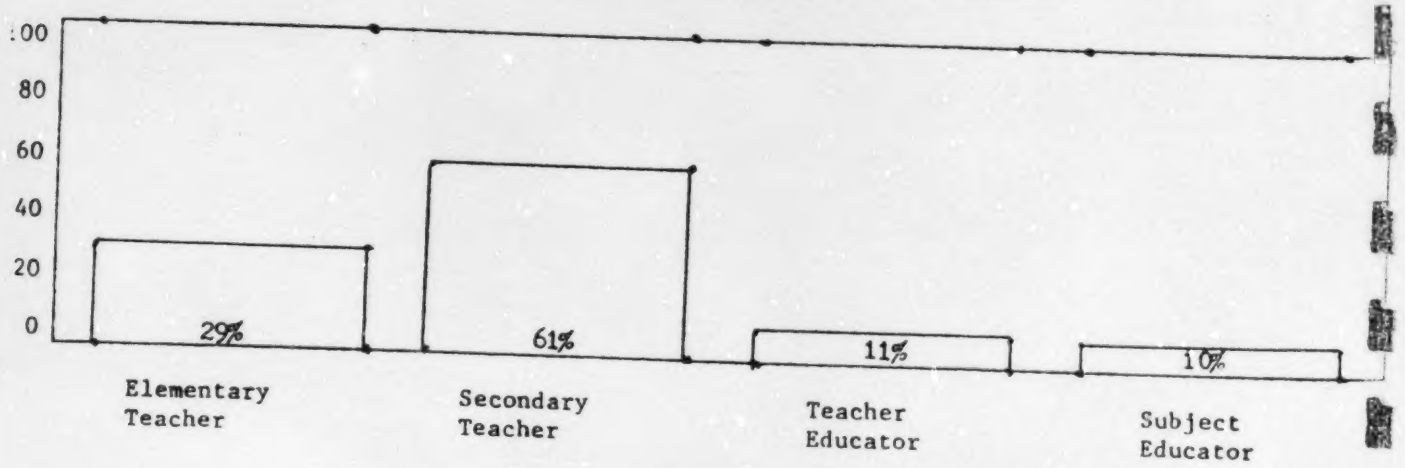


ITEM # 20

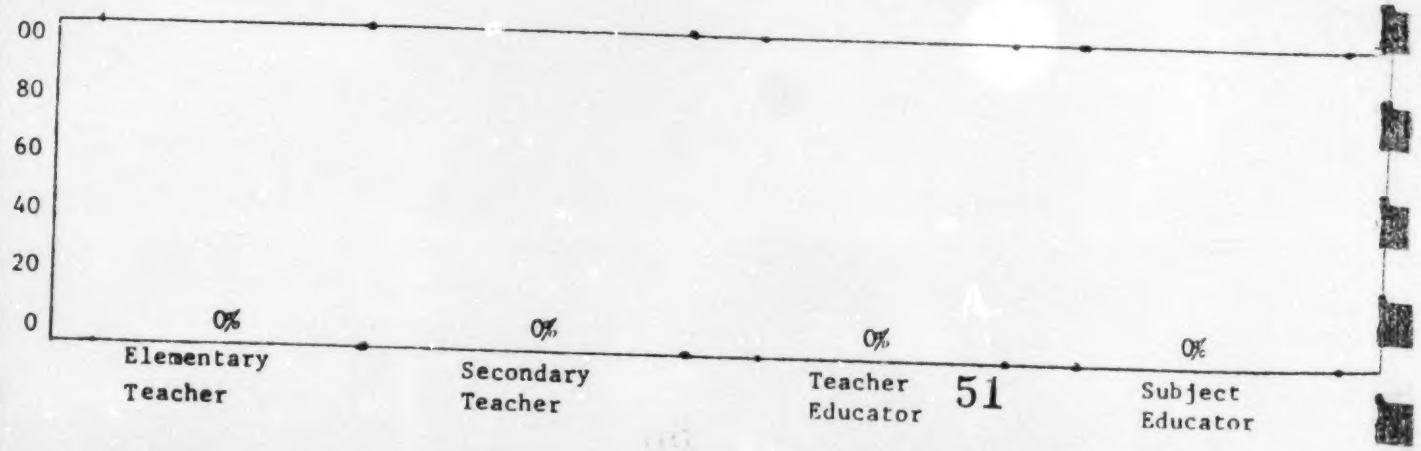
SYSTEMATICALLY GUIDE STUDENT TEACHER PROGRESS THROUGH OFFERING OPPORTUNITIES TO TAKE RESPONSIBILITY, AND TO EVALUATE INSTRUCTIONAL BEHAVIORS



GIVE STUDENT TEACHERS EXPERIENCES WHICH ARE TYPICAL OF "REAL" SCHOOL OPERATIONS

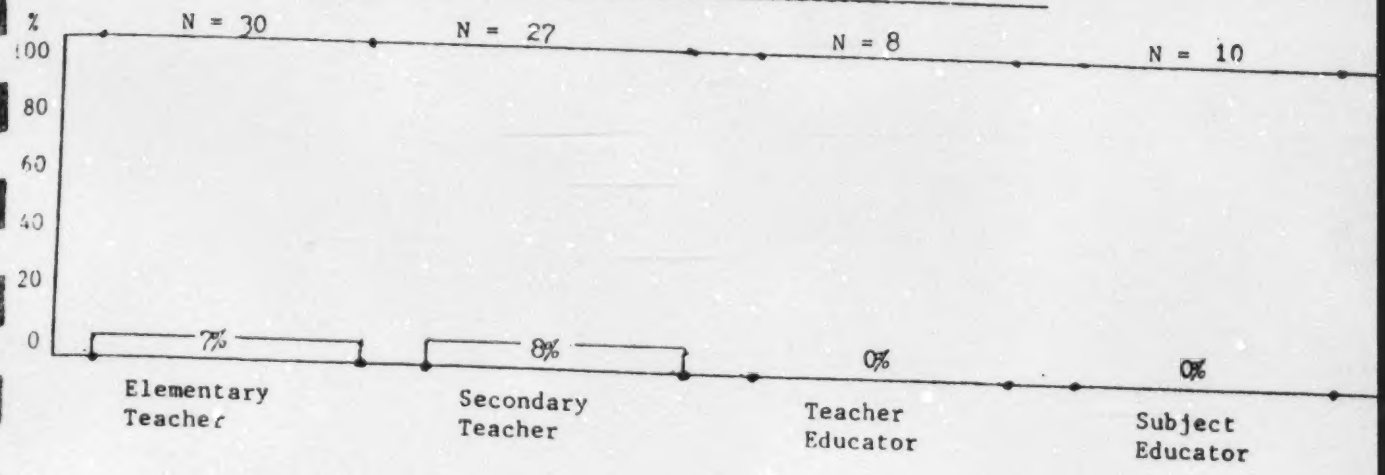


FOLLOW INSTRUCTIONS OF UNIVERSITY PERSONNEL VIA PUBLICATIONS AND VISITS

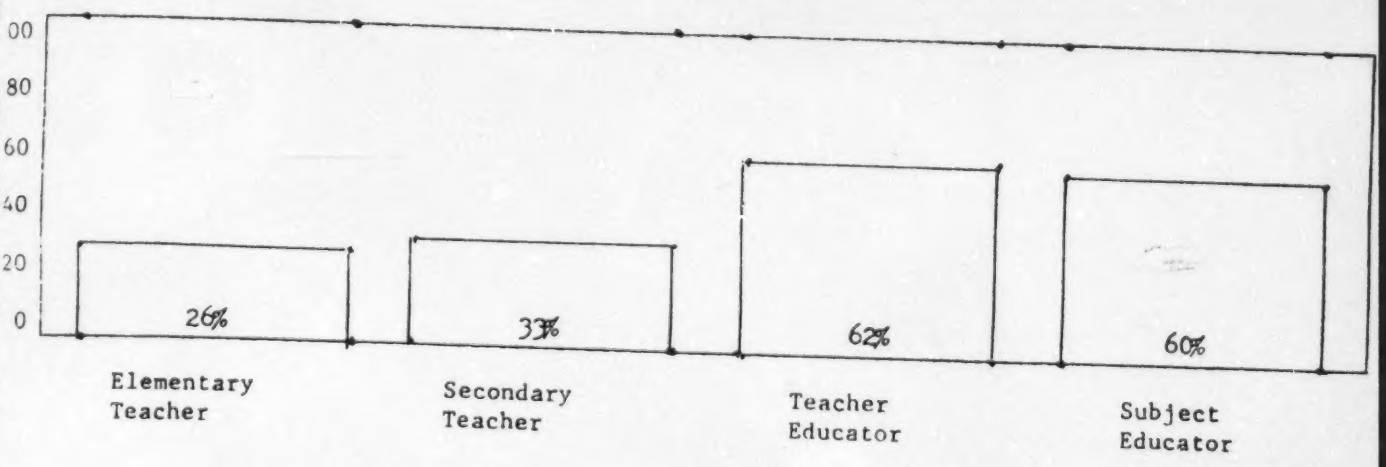


ITEM # 21

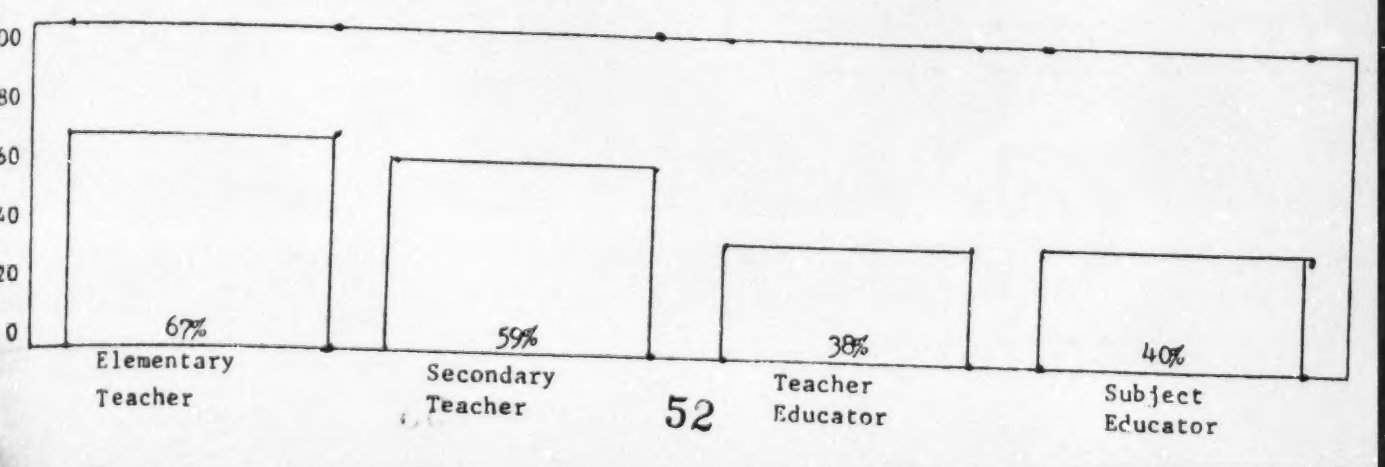
THE SCREENING OF STUDENT TEACHERS AS TO THEIR QUALIFICATIONS FOR CLASSROOM TEACHING



THE OFFERING OF ASSISTANCE AS YOUNG TEACHER CANDIDATES STRUGGLE TO ACQUIRE APPROPRIATE TEACHING SKILLS

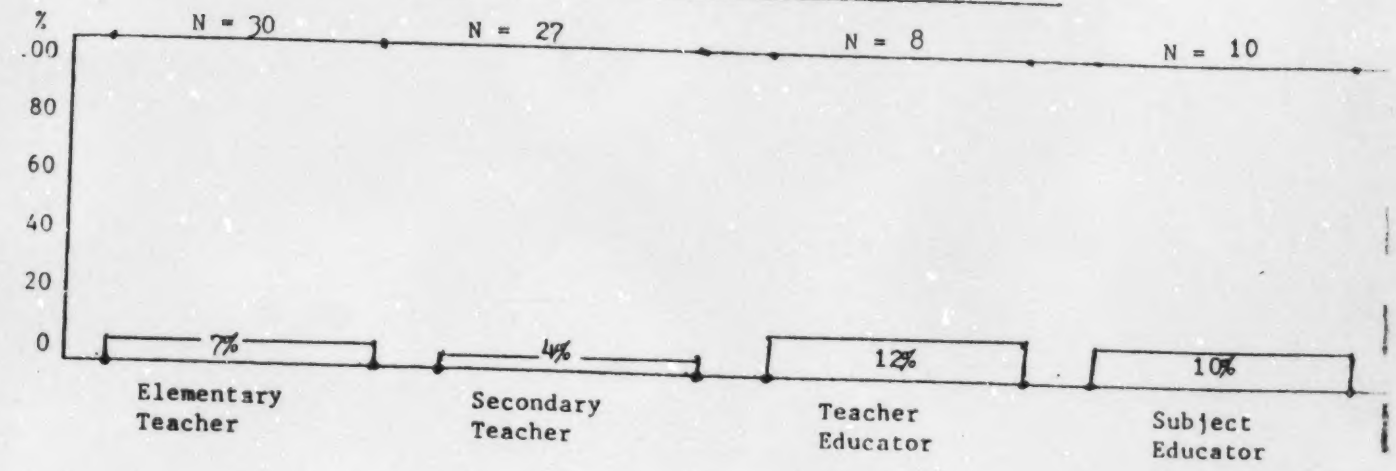


TO PROVIDE ON-THE-JOB TRAINING FOR THOSE WHO HAVE ALREADY ACQUIRED BASIC TEACHING SKILLS

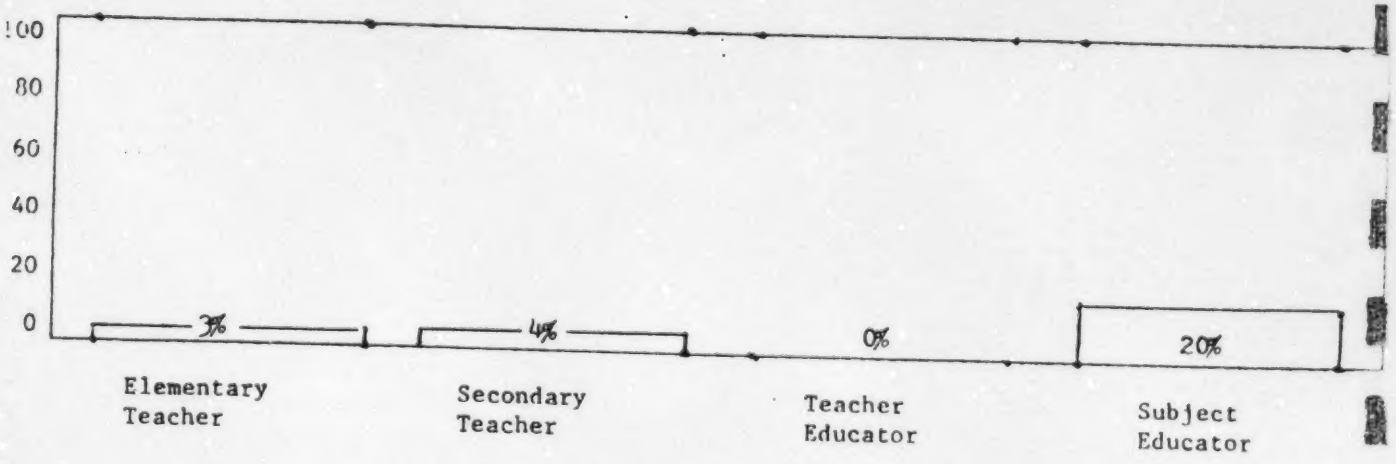


ITEM # 22

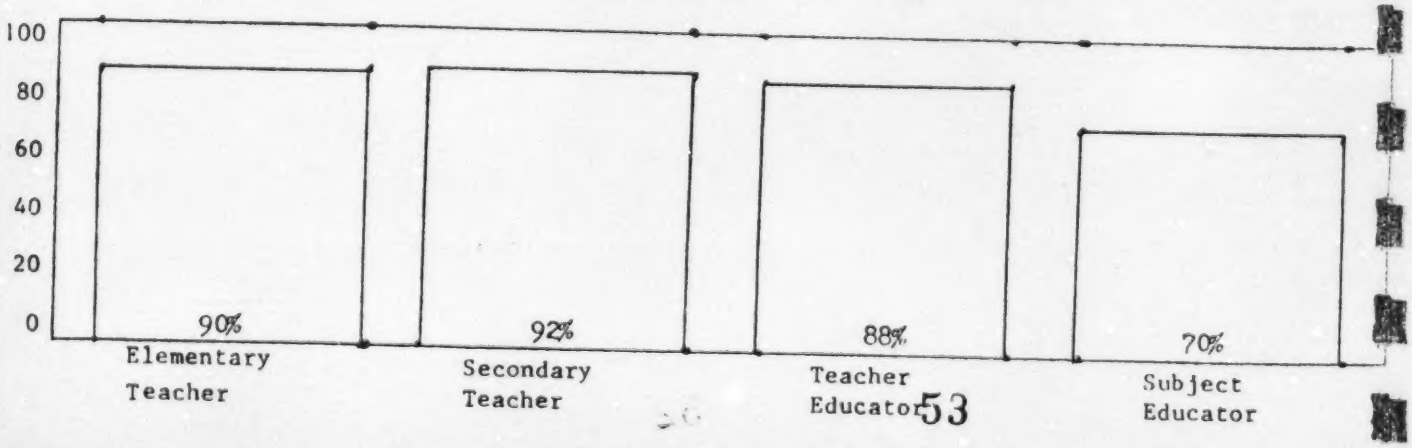
SCHOOL DISTRICT POLICY



ADVICE FROM UNIVERSITY SUPERVISORS/UNIVERSITY POLICY

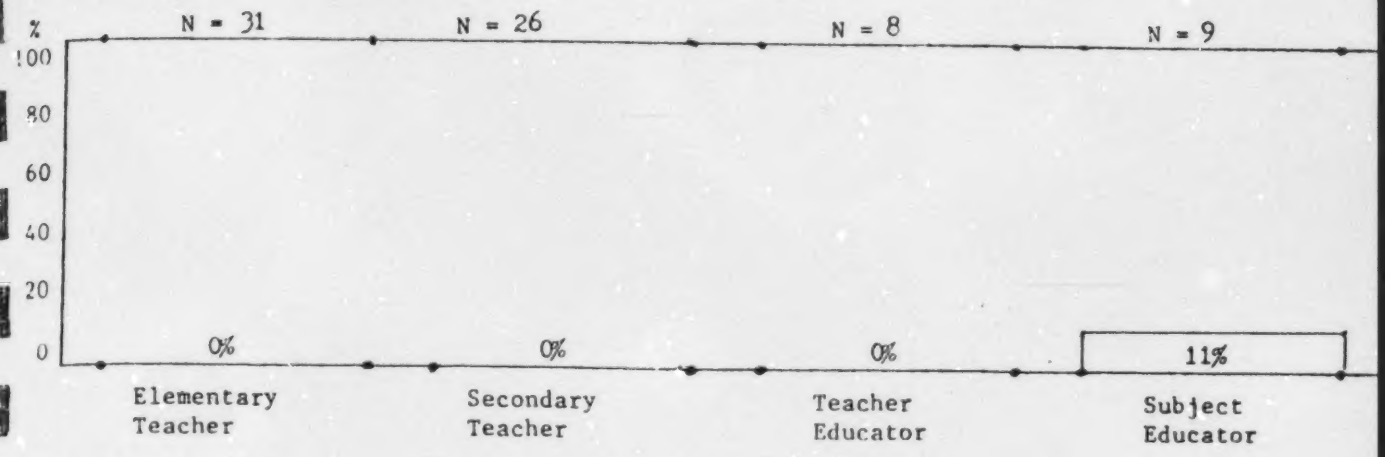


THEIR OWN KNOWLEDGE, EXPERIENCES AND PARTICULAR CLASS

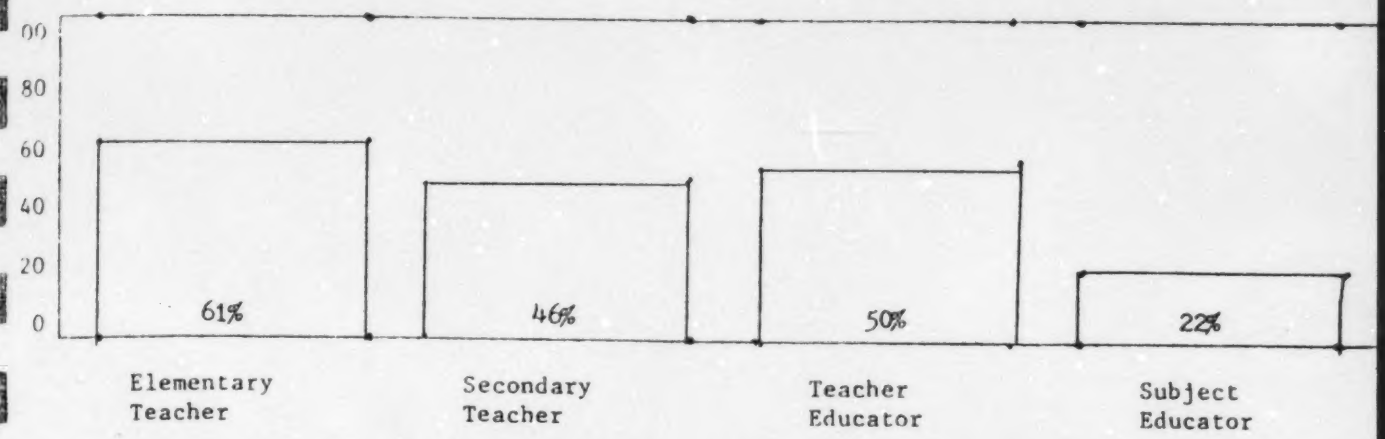


ITEM # 23

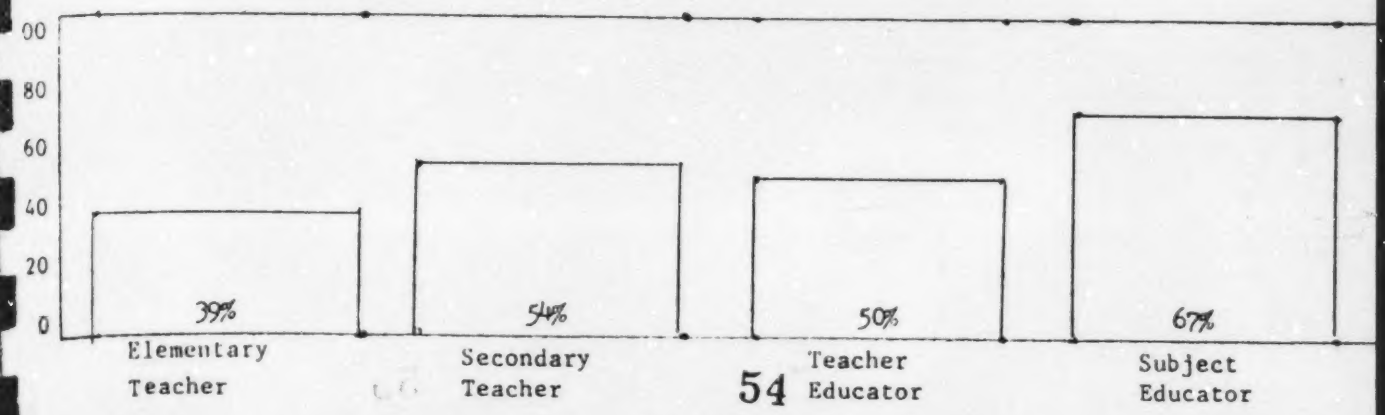
Assignments of Student Teachers ...BY THE UNIVERSITY STUDENT TEACHING OFFICE



Assignments of Student Teachers ...JOINTLY BY THE UNIVERSITY AND PUBLIC SCHOOL ADMINISTRATION

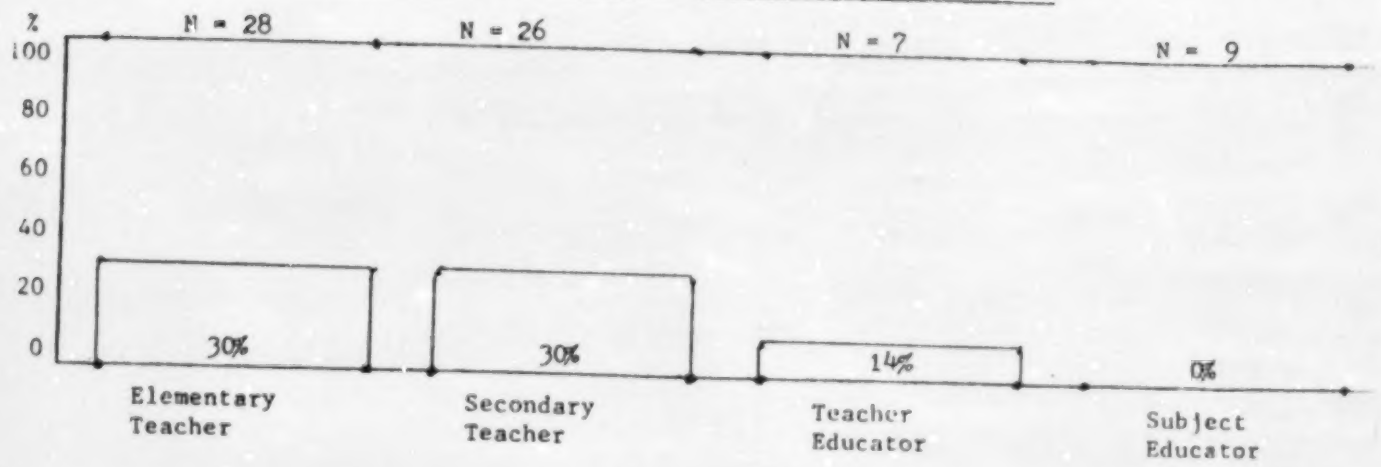


Assignments of Student Teachers ..BY A SELECTION COMMITTEE INCLUDING THE COOPERATING TEACHER, UNIVERSITY STUDENT TEACHING OFFICE AND PUBLIC SCHOOL ADMINISTRATOR

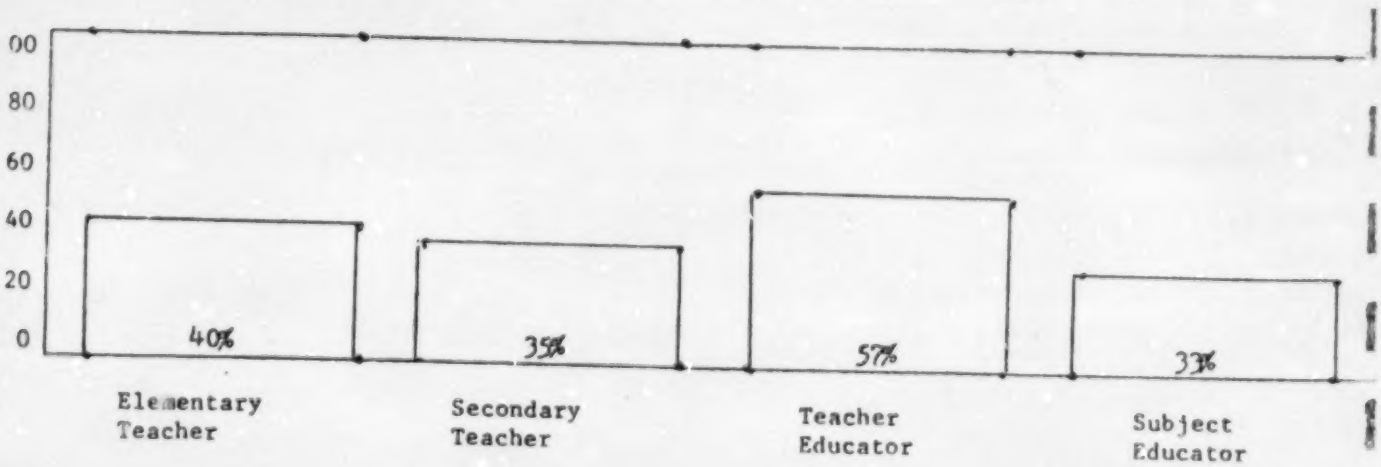


ITEM # 24

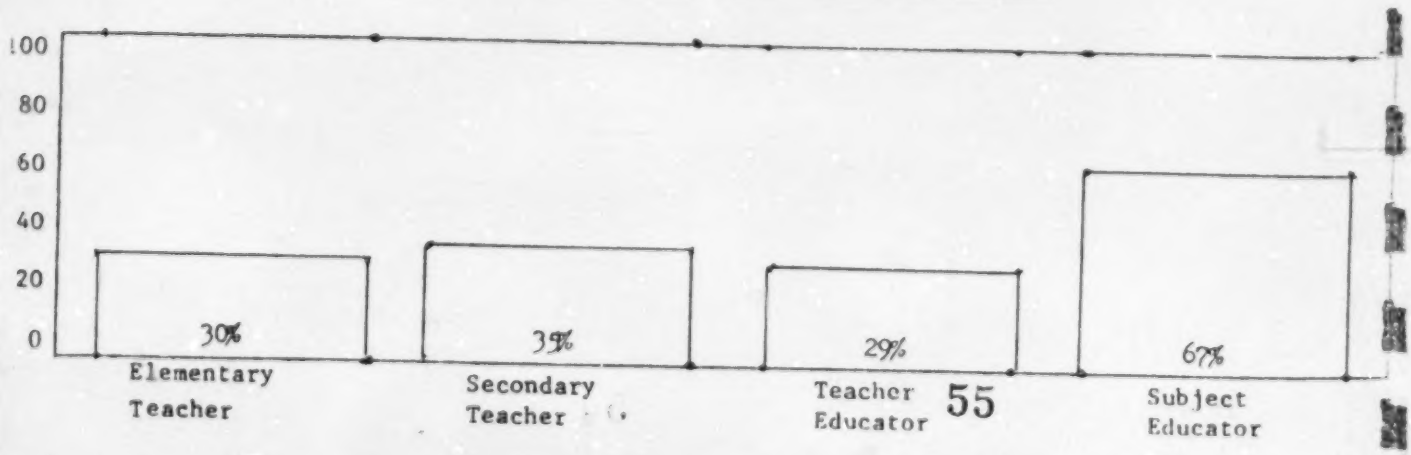
OVERALL ACADEMIC STANDING



PERSONAL CHARACTERISTICS

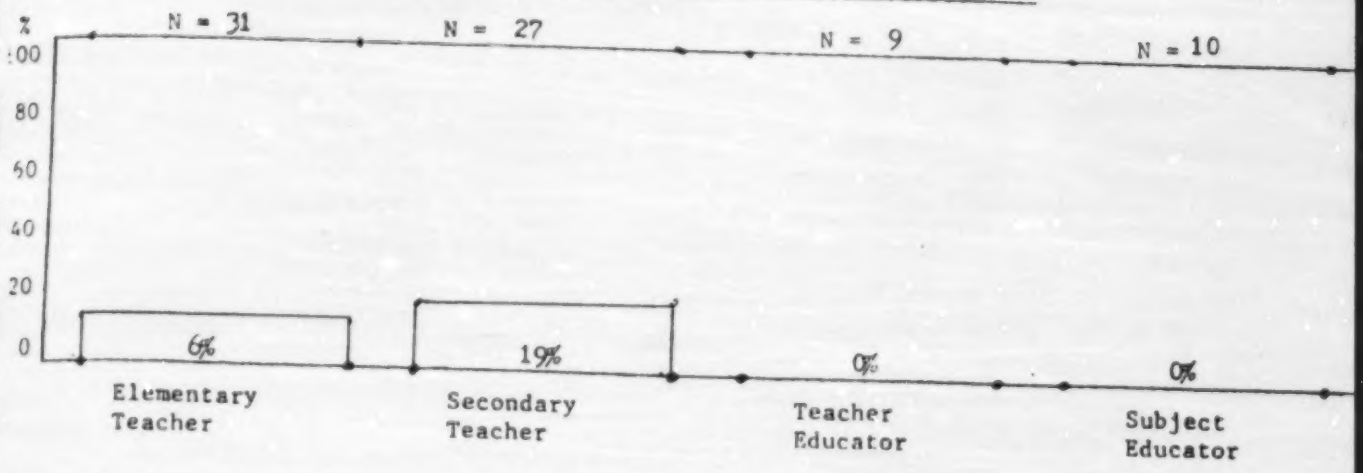


PERFORMANCE IN AN AREA OF SPECIALIZATION

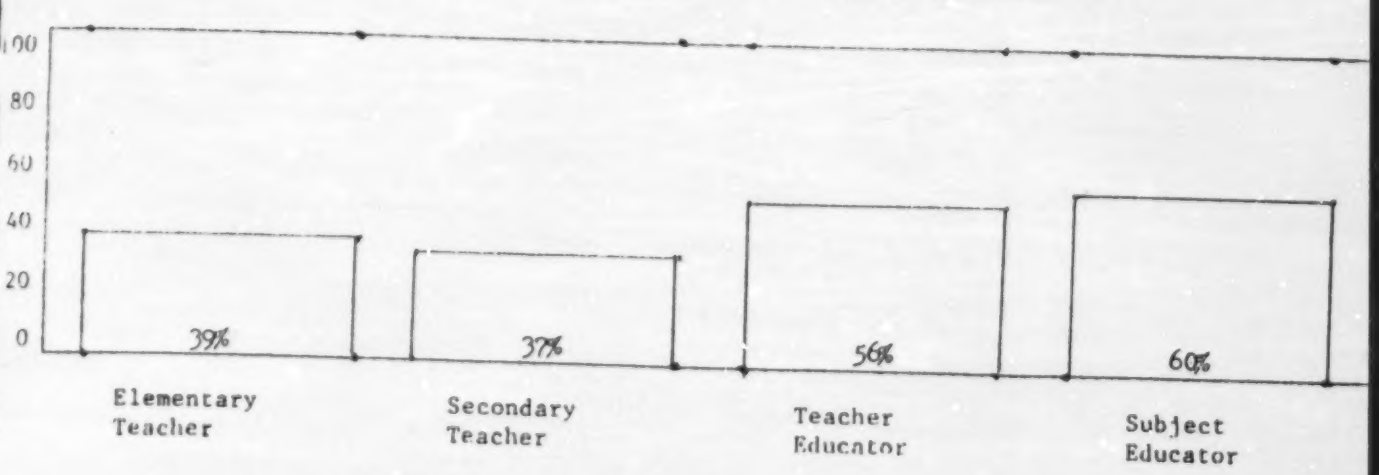


ITEM # 25

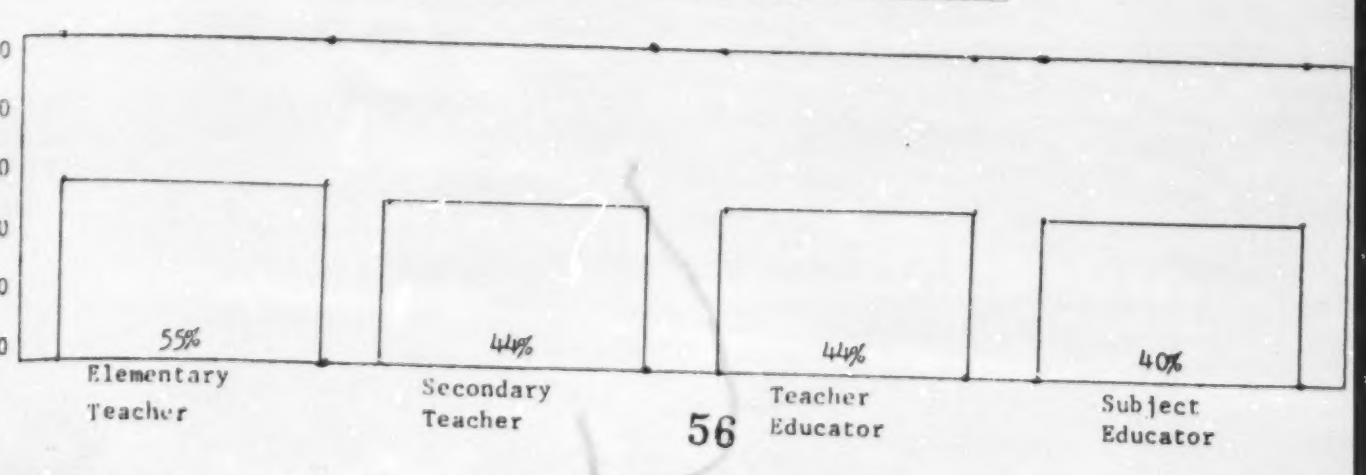
STUDENT COMMITMENT TO TEACHING



STUDENT ABILITY TO OPERATE AS A PROFESSIONAL EDUCATOR

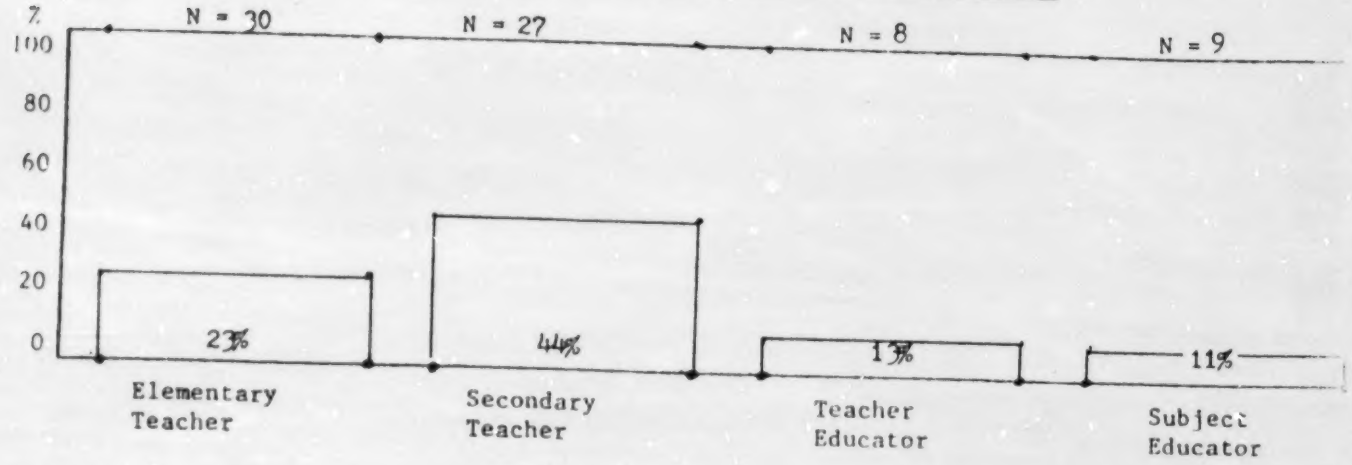


STUDENT ABILITY TO GUIDE LEARNING

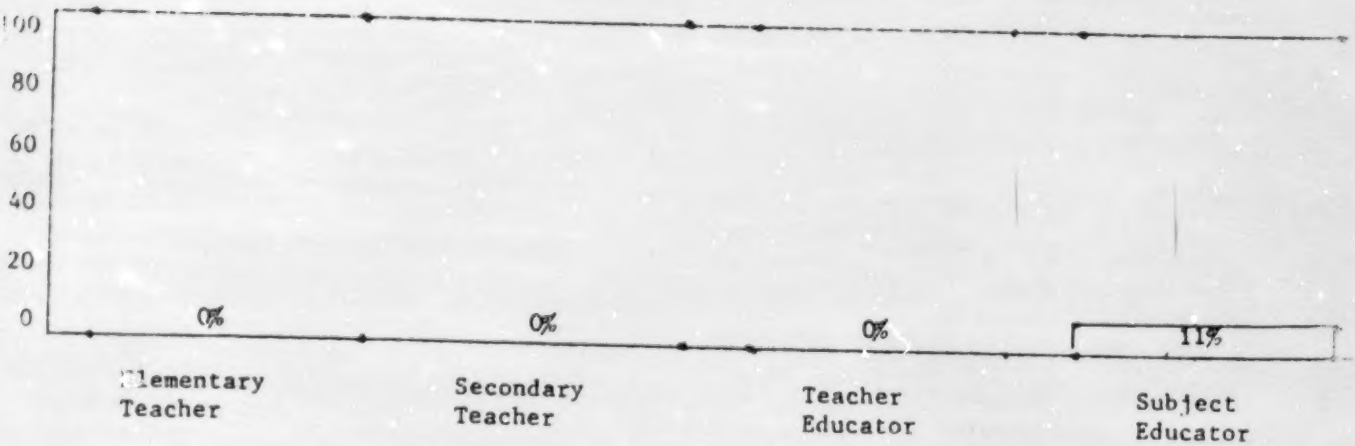


ITEM # 26

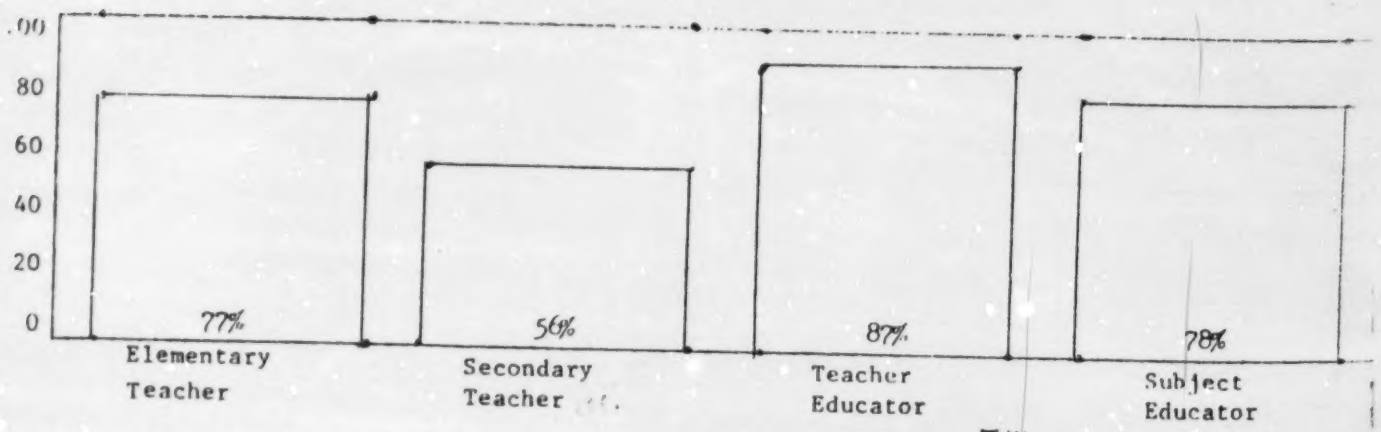
EVALUATION...BY THE COOPERATING TEACHER



EVALUATION...BY THE UNIVERSITY SUPERVISOR



EVALUATION...BY THE COOPERATING TEACHER AND UNIVERSITY SUPERVISOR TOGETHER



Goals and Processes

The goals and processes used in the total teacher education program at Emporia State University are included in a self study conducted in 1980, in preparation for the Kansas State Department of Education. They are listed in two sections, one for elementary education and one for secondary education.

Students prepared in elementary education must demonstrate satisfactory attainment of the following:

- An understanding of the psychological development of children.
- An understanding of exceptionalities in children.
- An understanding of the foundations and areas of the present curriculum in the elementary school.
- An awareness of the professional relations in which the teacher becomes involved.
- Familiarization with methods of teaching developmental reading in the elementary school.
- Familiarization with methods of teaching the language arts in the elementary school.
- Familiarization with methods of teaching the social studies in the elementary school.
- Familiarization with methods of teaching sciences in the elementary school.
- Familiarization with methods of teaching mathematics in the elementary school.
- Familiarization with the role of the elementary school teacher by means of actual observation and participation in the elementary school classroom.
- Student teaching in an elementary school classroom for a one semester period of time.

Students prepared in secondary education must demonstrate satisfactory attainment of the following:

- An understanding of the relationships between psychological principals and the educative process.
- An understanding of the present status of secondary education, nature of the learner, role of the teacher, role of subject matter.
- Familiarization of the personalities of the student and teacher, needs of each other and methods of planning presentation.
- An awareness of the current and potential status of public school teaching as a career and the school as an institution in society.
- An understanding of the purpose and functions of school guidance programs.
- An understanding of the theory and construction of tests, statistics and systems of grading.
- Familiarization with the role of the secondary school teacher by means of actual observation and participation in the secondary school classroom.
- Student teaching in a secondary school classroom for a one semester period of time.
- [illegible]

Substantive Comments by Survey Respondents

Subject Educators

Many felt that on items 1 and 2 all 3 choices were extremely important.

Some expressed a desire on items 6, 7 and 8 to have student teachers do 8 weeks of student teaching as juniors and then 16 weeks in each subject field.

On item 14 many felt the three responses could not be separated.

Subject educators strongly felt they needed a training session sponsored by the university (item 15)

Item 23 brought comments ranging from "We should have a list of cooperating teachers we can trust," to "the subject area should be represented on selection committee."

Teacher Educators

Items 1 and 2 - brought agreement that all three choices were important.

Item 7 - brought responses which indicated that methods instructors should have experience in the classroom at the level the course covers.

Item 8 - comments indicated strong opposition to 8 week student teaching assignments - should be 16.

Items 10, 11 and 14 - had several comments indicating all three choices were important.

Item 17 - elicited emphatic comments from teacher educators ranging from "If university instructor wanted to teach 3rd grade he would have stayed in elementary school" to "many of us would not be realistic about today's students" to "at least once every 3 years we should spend at least a semester in a school setting."

Elementary Teachers

Items 1 and 2 - elementary teachers felt all 3 answers were equally important, however strong comments made about "can not teach subject matter if can not manage classroom" with a few strong comments (from upper elementary) that "need more subject matter training."

Item 6 - brought responses which indicated that early experiences in the classroom were important to "weed out the uncertain."

Elementary Teachers Cont.

Item 8 - several responses saying uninterrupted 16 weeks (perhaps 8 at primary and 8 at intermediate). 8 weeks elementary and 8 weeks special education or subject area are not enough. Some interest was expressed in the internship (perhaps for the "weak" student teacher).

Item 9 - strong comments that the rewards of teaching "certainly are not economic and status non-existant."

Comments were made supporting a field-based course in supervision, however, making it required met with expressed opposition.

Elementary teachers (Items 13 & 15) - feel university supervisors should spend time in public schools (at least within the last 5 years) and should (Item 16) visit student teachers frequently or not at all.

Items 18 and 19 - comments were made that all 3 are important.

Item 21 - elementary teachers think screening should be done long before student reaches student teaching experience.

Items 22 and 24 - several commented that all 3 items were important.

Secondary Teachers

A few commented on item 1 - that all three were important, however there were strong opinions that plenty of subject matter was taught but the students needed management skills.

Several comments on item 6 - that this should be planned on individual basis, however, the student should be given credit for the observation.

Strong comments on item 7 - that 100 clock hours would be too long and that most student teachers felt methods classes taught by university personnel are "almost worthless" - they are "out of touch."

Item 8 - brought mixed responses to paid internship - some thought it a great idea - others said it would deter the good ones who were ready to teach much earlier. Comments expressed desire to have student teachers uninterrupted time - no matter how long that was, 8 weeks was not enough.

On Item 9 - strong feelings were expressed that since teachers are leaving the field for better pay, the low salary must be a part of an honest discussion with students.

Item 14 - brought strong responses that university supervisors should have a knowledge of "what's actually going on in the classroom" and many responses that university supervisors need to teach in the public school (response to items 11, 15, 16 and 17) this was a strong and frequent theme for this group.

Secondary Teachers Cont.

Dissatisfaction was expressed on quality and frequency of visits made to student teacher on item 11.

Student teachers should be better screened before they come out - "Public school children should not have to suffer." This was in response to item 21.

ASSOCIATION OF TEACHER EDUCATORS

Cooperating Teacher Behaviors Which are Compatible with Established Goals of Teacher Education

January 29, 1984

Stuart Ervay, Director of Professional Laboratory Experiences
Emporia State University
Emporia, Kansas 66801
(316)343-1200

I. Primary Problem with Most Student Teaching Programs: cooperating teacher behaviors are of such an uneven quality that the field experience can have a negative impact on goals established by a school of education.

A. Cooperating teachers are the most significant socializing agents for student teachers.

1. Student teachers are introduced into the school bureaucracy.
2. Assimilation is the only verifiable outcome of student teaching.
3. Cooperating teachers have much more influence on student teachers than university personnel.
4. Student teachers are made to be passive agents during the field experience rather than real contributors to their own professional growth.

B. Research shows that attitudes and behaviors of student teachers shift toward those of their cooperating teachers by the end of the experience.

1. Student teachers tend to become more conservative and rigid.
2. Student teachers become more bureaucratic (e.g., more conforming and impersonal).

C. Schools of education which work closely with public schools may begin emphasizing the "how" rather than the "why" of public school functioning.

1. Existing school routines may not serve education well enough to perpetrate them through field-based "practice teaching" activities.
2. Simple "practice teaching" in the autonomous atmosphere of a public school classroom may serve neither university nor professed public school goals for education.

II. PARTNERSHIP as a Solution to Problems with Student Teaching Programs

"Partnerships" rarely work because they involve a <u>senior</u> partner working with a <u>junior</u> partner.

SP024076

III. COMPATIBILITY as a Solution to Problems with Student Teaching Programs

A. This requires the reduction of game playing, or superficial forms of cooperation.

B. An empathic understanding by cooperating teachers of teacher education goals, and a similar understanding by teacher educators of appropriate cooperating teacher behaviors,are essential.

IV. Researching the COMPATIBILITY Approach

A. ESU research sought to identify differences in perspective which overtly or covertly separate those most responsible for the success of a student teaching program.

B. Researchers:

1. isolated and summarized goals and processes used in ESU's total teacher education program,
2. determined attitudinal and practiced behaviors of a random sample of cooperating teachers through survey instruments and on-site observation,
3. compared ESU teacher education program goals and processes with attitudes and practiced behaviors of cooperating teachers,
4. identified areas of compatibility, and
5. identified areas of discrepancy.

C. Research respondents at ESU and Emporia-area public schools were:

1. elementary cooperating teachers (K-6)
2. secondary cooperating teachers (7-12)
3. teacher educators (faculty members in the College of Education)
4. subject educators (academic department teacher educators...methods)

V. Findings in the Research on COMPATIBILITY

A. Basic goals of teacher education:

Subject educators tend to emphasize knowledge of subject matter, while teacher educators stress teaching methods. Classroom teachers, both elementary and secondary, emphasize classroom management skills as being most important to student teachers.

B. Other basic goals:

There is a general agreement that understanding children or adolescents is more important than planning skills and teacher self confidence, though subject educators tend to view planning skills as very important.

C. Supporting goals:

There is general agreement that a knowledge of teacher rights and responsibilities is more important than knowledge of school law, district organization or professional teacher associations.

D. The place of foundations studies:

Classroom teachers agreed with teacher educators that knowledge of curriculum organization is more important than knowledge of educational philosophy or history, but subject educators tended to view educational philosophy as being more important than curriculum.

E. The place of psychological studies:

There was some agreement that a knowledge of group dynamics is important, though many elementary teachers stressed knowledge of exceptional children, and subject educators emphasized educational testing.

F. Program essentials...early courses:

It was generally agreed that a freshman level course, with observation, was preferable to observation only, or documented previous experience with children.

G. Methods classes/intermediate observation:

Secondary teachers tended to approve of the idea of methods classes taught by public school personnel, while university educators thought they should be taught by university instructors. Elementary teachers tended to feel that field observation was more important than methods classes.

H. Student teaching configuration:

Subject educators tended to feel that eight weeks of student teaching was sufficient; teacher educators and public school educators agreed that sixteen weeks of student teaching was better than either an eight week program or fifth year internship.

I. Program emphases:

While elementary teachers were almost evenly split on this item, secondary teachers believed students should be taught economic realities in the remuneration of teachers, while university educators believed that they should be told of the professional stature of teaching as a career. Few selected the valuable service teachers perform.

J. Cooperating teacher training:

There was general agreement that cooperating teacher training should occur in the field rather than on campus.

K. Role of university supervisors:

As to priorities of university-based teacher educators, a majority of public school teachers felt that student teacher visits were most important, though a signficant minority agreed with university educators that teaching on-campus classes is most important. Very few chose research as a top priority.

L. Role of university teacher educators:

All respondents felt that continuous dialogue between university and public school educators was more important than professional association meetings or professional writing, though a minority of subject educators chose the latter two categories.

M. Choosing university supervisors:

In choosing cooperating teachers, all believed that provenly effective past experience in the classroom is most important, though a significant minority of subject educators selected knowledge of subject matter as being the most significant criterion. A few secondary teachers and teacher educators thought teaching load was a primary consideration.

N. University supervisor expertise:

Elementary teachers and a significant minority of secondary teachers thought university supervisors should know most about classroom management techniques, while teacher educators and a slight majority of subject educators believed that a knowledge of current teaching methods was most important. A knowledge of recent classroom innovations was considered significant by a weak minority in all categories except teacher educators, who disregarded it entirely.

O. University supervisor training:

There was a definite difference of opinion regarding the preparation of university personnel for student teaching supervision. A slight majority of subject educators wanted a training session sponsored by the university; fewer said they could rely on their own knowledge and experience. Teacher educators split evenly in the selection of those two categories, while secondary teachers were strong in their opinion that time spent in public school classroom observation was the best means of preparation. A few more than half the elementary teachers agreed with their secondary school counterparts, while a third thought a formal training session was best.

P. Number of supervisory visits:

General agreement was indicated regarding the number of supervisory visits. Roughly a third of the respondents checked "at least twice," while a majority selected "three or more times."

Q. Exchanging roles...university/public school:

Feelings about a public school/university exchange program is definitely mixed, but a plurality of secondary teachers and a majority of others chose "on a volunteer basis as time allows."

R. Personal traits of cooperating teachers:

There was a very definite agreement by all categories that cooperating teachers should have the temperament and desire to work with student teachers, as a top consideration. A distant second was the ability to be organized, with smooth personal and professional lives; rarely selected was acceptance by professional peers and supervisors.

S. Professional characteristics of good cooperating teachers:

In the selection of cooperating teachers, a majority of secondary teachers indicated that the building principal should have the responsibility, while a majority of elementary teachers said professional colleagues are best suited to make that decision. University personnel were split on this point, though a significant minority indicated that the university should select cooperating teachers based on performance records.

T. Role of the cooperating teacher:

On a key item related to the purpose of this study, there was considerable agreement among university personnel and elementary teachers that student teaching is meant to systematically guide student teacher progress through offering opportunities to take responsibility, and to evaluate instructional behaviors. Though a significant minority of secondary teachers agreed with this concept, a solid majority expressed the opinion that student teaching is to offer experiences which are typical of "real" school operations. No respondent felt that student teaching was the sole responsibility of the university, to the extent public school personnel were to merely follow instructions.

U. Guidance of cooperating teacher:

Strong agreement was shown that decisions about student teachers made by cooperating teachers should be influenced most by their own knowledge, experience and particular class. Few in any category chose "advice from university supervisors/policy" or "school district policy."

V. Assignments to cooperating teachers:

Only a few university respondents thought that the student teaching office should be solely responsible for assigning student teachers; the others were almost evenly divided as to whether it should be done jointly between the student teaching office and public school administration, or some kind of selection "committee."

W. Admission to teacher education:

With regard to teacher admissions, opinions were split except with a majority of subject educators, who felt the most important criterion should be a student's performance in an area of specialization; a strong minority of subject educators, and a majority of teacher educators, chose personal characteristics as most important. Public school educators split somewhat evenly on all categories, the third being overall academic standing.

X. Evaluation of student teachers:

Student evaluation should not, according to most respondents, depend on student commitment to teaching. University people tended to believe that ability to operate as a professional educator was significant, while public school teachers were somewhat inclined to choose "student ability to guide learning." A strong minority in every category also selected the latter two choices, so general agreement is indicated.

Y. Responsibility for evaluating student teacher:

The cooperating teacher and university supervisor should share evaluation responsibilities with regard to student teacher progress and ability. University supervisors and elementary teachers agreed on that point, as did a small majority of secondary teachers. A very significant minority of secondary teachers felt that evaluation was the sole responsibility of the cooperating teacher.

VI. Conclusions in the Research on COMPATIBILITY: findings indicate that the compatibility factor can be increased between schools of education and personnel in host public schools by making five changes in current practice:

A. Establish and conduct an extensive training program for all who serve as university supervisors.

B. Directors of student teaching programs should make absolutely clear to all program participants the central purpose of the field experience, accomplished via written and oral communication; the importance of that purpose should be underscored by a no-nonsense demeanor.

1. Cooperating teachers, student teachers, and university supervisors appreciate clearly established and communicated directions.

2. The central purpose should be reviewed occasionally by a consortia of university and field practitioners, and adjusted as necessary.

C. A spirit of openness should prevail among university supervisors and cooperating teachers.

1. Open dialogue is initially and continually the responsibility of the university supervisor.

2. Initial training and inservice activities are the only techniques through which a director can be sure dialogue is occurring.

D. Supervisors need to be in public school classrooms often and recent public school teaching experience would be an asset.

E. General and specific methods classes should not be solely the responsibility of university faculty members, as public school teachers can also play a significant role in such programs.

VII. Most Significant Impression Gained from the Research on COMPATIBILITY

Deans of education need to examine their programs for weaknesses in the bridge-building apparatus. Is a rigorous, complete and well-coordinated pre-student teaching program linked to a solid and well managed field experience? Compatibility may be the result of the five actions recommended above but those actions cannot occur unless time, money and effort are made liberally available. Trying harder in this era of renewed public interest in education requires all of us to be less parochial in our professional perspectives, and that effort must begin in the schools of education.